









# 2020-21 ELEMENTARY SCHOOL



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# About the Academic Knowledge and Skills (AKS) Curriculum

The AKS is Gwinnett's custom, Board-approved curriculum that spells out the essential things students are expected to know and be able to do for each subject at each grade level. Because the AKS details exactly what a student is expected to learn, teachers can tailor the classroom experience to meet individual needs. Gwinnett's AKS is a rigorous curriculum that sets a strong foundation, building year by year to prepare students for college and 21st century careers in a globally competitive future. The AKS includes all of the state's standards, including the state-adopted Georgia Standards of Excellence (GSE) in the areas of Language Arts, Mathematics, Science, and Social Studies. The alignment of the AKS with standardized assessments ensures that Gwinnett students are well prepared for these measures of achievement.

Since its inception in 1996, the AKS has reflected the collective wisdom of thousands of educators and community members who worked together to determine what students need to know and be able to do in order to be successful at the next grade level and in the future. This investment by GCPS' stakeholders has ensured that the AKS curriculum remains a rigorous and relevant blueprint for student learning in Gwinnett. As part of that ongoing effort, the GEMS Oversight Committee— made up of community and GCPS staff members— meets annually to review proposed additions, deletions, and changes to the AKS that come out of school and community surveys. Following validation by the committee, recommendations are submitted to the superintendent for approval by the School Board, with implementation the following school year.

# Notes about this Booklet

- Academic Knowledge and Skills beginning with "explore" will not be assessed for mastery at that grade level, but are prerequisite for mastery at a higher grade level.
- AKS booklets are available for grade levels (K–8 and combined grades for high school) and by core academic subject (Language Arts, Mathematics, Science, and Social Studies) and Career and Technical Education. In addition, comprehensive books (blue cover) include the AKS for all elementary school grade levels (K–5) as well as the AKS in middle grades (6–8) and for high school (9–12). These booklets are posted in PDF form on the district website. Go to *www.gcpsk12.org*. From the pull-down menu on the left, select "I want to… Get a copy of… The AKS."
- Parents also can find online PDFs of grade-level brochures (grades K–8) with a more general overview of what students will learn, available services, promotion requirements, and grade-level testing. The Choice Book, available later in the year, serves this purpose for high school students, providing an overview of the high school experience, high school and postsecondary planning tools, and a "course catalog."

# Language Arts

#### A - Reading Literary Text

- ask and answer questions about key details in a text, such as who, what, when where, why, and how, with prompting and support
- retell stories in sequential order, including key details, with prompting and support
- describe main characters, settings, and major events in a story, with prompting and support
- ask and answer questions about unknown words in a text and explain how to determine the meaning of the unknown words, with prompting and support
- recognize common types of texts (e.g., storybooks, songs, poems, informational texts) and explain major differences between texts that tell stories and texts that give information
- name the author and illustrator of a story and define the role of each in telling the story, with prompting and support
- use illustrations and details in the text to predict and to describe the characters, settings, or events, with prompting and support
- compare and contrast the adventures and experiences of main characters in stories, with prompting and support
- read and comprehend literature, including stories and poems, of appropriate complexity for kindergarten, with prompting and support

#### **B** - Reading Informational Text

- ask and answer questions about key details in a text, such as who, what, where, when, why, and how, with prompting and support
- identify the main topic and retell key details of a text in a logical order, with prompting and support
- identify and describe the connection between two individuals, events, ideas, or pieces of information in a text, with prompting and support
- ask and answer questions about unknown words in an informational text and explain how to determine the meaning of unknown words, with prompting and support
- identify the text features in a text and explain the information each feature provides
- name the author and illustrator/photographer of a text and define the role and purpose of each in presenting the ideas or information in a text, with prompting and support
- describe how illustrations or photographs support the informational text, with prompting and support

### **Kindergarten Language Arts**

#### **B - Reading Informational Text** (continued)

- identify reasons an author gives to support points in a text, with prompting and support
- compare and contrast similarities and differences between two texts on the same topic, using examples from the texts, with prompting and support
- read and comprehend informational text of appropriate complexity for kindergarten, with prompting and support

#### **C** - Reading Foundation

- · demonstrate understanding of the organization and basic features of print
- demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- know and apply grade-level phonics and word analysis skills in decoding words
- read emergent-reader texts, with purpose and understanding

#### **D** - Writing

- use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)
- use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic
- use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened
- respond to questions and suggestions from peers and add details to strengthen writing as needed, with guidance and support from adults
- use a variety of tools to produce and publish writing, including digital tools in collaboration with peers, with guidance and support from adults
- participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them), with guidance and support
- recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults

#### **E** - Speaking and Listening

• participate in collaborative conversations with different partners about kindergarten topics and texts with peers and adults in small and larger groups

### **Kindergarten Language Arts**

#### **E - Speaking and Listening** (continued)

- confirm understanding of written texts read aloud or information presented orally
  or through other media by asking and answering questions about key details and
  requesting clarification if something is not understood
- ask and answer questions in order to seek help, get information, or clarify something that is not understood
- provide details when describing people, places, things, and events
- create drawings to support or extend the description of people, places, things, and events
- speak audibly and express thoughts, feelings, and ideas clearly

#### F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content, with guidance and support
- explore word relationships and nuances in word meanings, with guidance and support from adults
- use words and phrases acquired through conversations, reading and being read to, and responding to texts

# Mathematics

#### A - Counting and Cardinality

- count to 100 by ones and tens
- count forward by ones, beginning from a given number within the known sequence (instead of having to begin at 1)
- write numerals from 0 to 20 and represent a number of objects with a written numeral 0 - 20, with 0 representing a count of no objects
- demonstrate the relationship between numbers and quantities to 20; connect counting to cardinality
- count objects by stating number names in the standard order, pairing each object with one, and only one, number name and each number name with one, and only one, object (one to one correspondence)
- demonstrate that the last number name said tells the number of objects counted (cardinality); the number of objects is the same regardless of their arrangement or the order in which they were counted
- demonstrate that each successive number name refers to a quantity that is one larger
- count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects; identify and be able to count pennies within 20.(use pennies as manipulatives in multiple mathematical contexts)
- compare two sets of objects and identify which set is equal to, more than, or less than the other using matching and counting strategies
- compare two numbers between 1 and 10 presented as written numerals
- identify coins by name and value: pennies, nickels, dimes, quarters, and dollar bills

#### **B** - Operations and Algebraic Thinking

- represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps) acting out situations, verbal explanations, expressions, or equations
- solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem)
- decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawing), and record each decomposition by a drawing or equations (e.g., 5 = 2 + 3 and 5 = 4 + 1)

# **Kindergarten Mathematics**

### **B - Operations and Algebraic Thinking** (continued)

- find the number that makes 10 when added to the given number, for any number from 1 to 9 (e.g., by using objects or drawings, and record the answer with a drawing or equation)
- add and subtract within 5 fluently
- identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes

# C - Number and Operations in Base Ten

 compose and decompose numbers from 11 to 19 into ten ones and some further ones (e.g., by using objects or drawings), and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

#### **D** - Measurement and Data

- describe several measurable attributes of an object, such as length or weight; for example an object may be described as heavy or light or long or short
- directly compare two objects on the basis of length (longer/shorter), capacity (more/less), height (taller/shorter), and weight (heavier/lighter) and describe the difference (e.g., directly compare the heights of two children and describe one child as taller/shorter)
- classify objects into given categories; count the numbers of objects in each category and sort the categories by count (limit category counts to be less than or equal to 10)

# **E - Geometry**

- describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to
- name shapes correctly regardless of their orientations or overall size
- classify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid")
- analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length)
- model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes
- compose simple shapes to form larger shapes (e.g., "Can you join these two triangles with full sides touching to make a rectangle?")

# **Mathematics Grade K Enrich**

#### A - Counting and Cardinality

- demonstrate the relationship between numbers and quantities to 20; connect counting to cardinality
- count objects by stating number names in the standard order, pairing each object with one and only one, number name and each number name with one, and only one, object (one to one correspondence)
- demonstrate that the last number name said tells the number of objects counted (cardinality); the number of objects is the same regardless of their arrangement or the order in which they were counted
- identify coins by name and value: pennies, nickels, dimes, quarters, and dollar bills
- compare two sets of objects and identify which set is equal to, more than, or less than the other using matching and counting strategies
- compare two numbers between 1 and 10 presented as written numerals

#### **B** - Operations and Algebraic Thinking

- identify, create, extend, and transfer patterns from one representation to another using actions, objects, and geometric shapes
- decompose numbers less than or equal to 10 into pairs in more than one way (e.g., by using objects or drawing), and record each decomposition by a drawing or equations (e.g., 5 = 2 + 3 and 5 = 4 + 1)
- find the number that makes 10 when added to the given number, for any number from 1 to 9 (e.g., by using objects or drawings, and record the answer with a drawing or equation)

#### C - Number and Operations in Base Ten

 compose and decompose numbers from 11 to 19 into ten ones and some further ones, and record each composition or decomposition by a drawing or equation; understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones

#### **D** - Measurement and Data

 directly compare two objects on the basis of length (longer/shorter), capacity (more/less), height (taller/shorter), and weight (heavier/lighter) and describe the difference (e.g., directly compare the heights of two children and describe one child as taller/shorter)

#### **E** - Geometry

 compose simple shapes to form larger shapes (e.g., "Can you join these two triangles with full sides touching to make a rectangle?")

# **Kindergarten Mathematics**

#### **E - Geometry** (continued)

- analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/corners), and other attributes (e.g., having sides of equal length)
- model shapes in the world by building shapes from components and drawing shapes

# Science

# A - Life Science

- obtain, evaluate, and communicate information to describe patterns of what plants and animals need to survive
- obtain, evaluate, and communicate information about how organisms and human activity cause changes to the local environment

#### **B** - Earth Science

- obtain, evaluate, and communicate observations about time patterns (i.e., day-tonight and night-to-day) and objects (i.e., sun, moon, stars) in the day and night sky
- obtain, evaluate, and communicate information to describe the physical attributes of Earth materials (i.e., soil, rocks, water, and air)

# **C** - Physical Science

• obtain, evaluate, and communicate information to compare and describe different types of motion

# Science Grade K Enrich

#### A - Content

- plan and carry out an investigation to predict and observe whether objects, based on their physical attributes, will sink or float
- plan and carry out an investigation to determine the relationship between an object's physical attributes and its resulting motion (e.g., straight, circular, back and forth, fast and slow, and motionless) when a force is applied (e.g., toss, drop, push, and pull)
- develop a model to communicate the earth's rotation and the changes that occur in the sky during the day, as day turns into night, during the night, and as night turns into day using pictures and words
- present the ways for how rocks can be grouped by physical attributes (e.g., size, weight, texture, and color) and explain why using evidence
- develop a model to represent how a set of organisms and nonliving objects are sorted into groups based on their attributes
- present the ways for how animals can be grouped according to their features and explain why using evidence

# STEM Exploratory/Grade K

#### A - Technology, Programming, and Robotics

- create algorithms, or series of ordered steps, to solve problems
- demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge)
- use hands-on learning and the physical environment to explore computing concepts
- write programs using block-based programming languages
- locate and debug errors in a program
- implement problem solutions using a programming language, including sequence

#### **B** - Science

- obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes
- obtain, evaluate, and communicate information to compare and describe different types of motion
- obtain, evaluate, and communicate information to describe the physical attributes of Earth materials (e.g., soil, rocks, water, and air)
- obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms

#### C - Math

- count objects by stating number names in the standard order, pairing each object with one and only one, number name and each number name with one, and only one, object (i.e., one to one correspondence)
- classify objects into given categories; count the numbers of objects in each category and sort the categories by count (i.e., limit category counts to be less than or equal to 10)
- directly compare two objects on the basis of length (i.e., longer/shorter), capacity (i.e., more/less), height (i.e., taller/shorter), and weight (i.e., heavier/lighter) and describe the difference (e.g., directly compare the heights of two children and describe one child as taller/shorter)
- describe several measurable attributes of an object, such as length or weight (e.g., an object may be described as heavy or light or long or short)

# **Social Studies**

#### A - Map and Globe Skills

use cardinal directions

#### **B** - Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems

#### **C** - Our Nation

- explain that a map is a drawing of a place and a globe is a model of Earth
- state the street address, city, state, and country in which one lives
- identify and ask questions about the following American symbols related to our nation
- describe and discuss collaboratively examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, self-control and following rules
- work cooperatively with others to demonstrate an understanding of good citizenship

#### **D** - Observing Labor Day

- identify the national holidays, describing the people and/or events related to Labor Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Labor Day
- use chronological words and phrases to discuss historical events and figures related to Labor Day (e.g. "now and long ago," "before and after," and "past, present, and future")
- describe and discuss collaboratively examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, self-control and following rules related to Labor Day
- describe and discuss collaboratively the work that people do such as police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.

### **E - Observing Columbus Day**

- identify the national holidays and describe the people and/or events related to Columbus Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Columbus Day
- use chronological words and phrases to discuss historical events and figures related to Columbus Day (e.g. "now and long ago," "before and after," and "past, present, and future")
- describe and discuss collaboratively examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and selfcontrol, related to Columbus Day

# F - Observing Veterans Day

- identify the national holidays, describing the people and/or events related to Veterans Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Veterans Day
- identify important American symbols
- use chronological words and phrases to discuss historical events and figures related to Veterans Day (e.g. "now and long ago," "before and after," and "past, present, and future")
- describe and discuss collaboratively examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and selfcontrol, related to Veterans Day

# **G** - Observing Thanksgiving Day

- identify the national holidays, describing the people and/or events related to Thanksgiving
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Thanksgiving
- use chronological words and phrases to discuss historical events and figures related to Thanksgiving (e.g. "now and long ago," "before and after," and "past, present, and future")
- describe and discuss collaboratively examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and selfcontrol, related to Thanksgiving
- retell stories related to Thanksgiving including key details that illustrate positive character traits and explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

### H - Customs and Traditions around the World

- identify the national holidays and describe the people and/or events related to customs around the world
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to customs around the world
- use chronological words and phrases to discuss historical events and figures related to customs around the world (e.g. "now and long ago," "before and after," and "past, present, and future")
- retell stories related to customs and traditions around the world including key
  details that illustrate positive character traits and explain how the people in the
  stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth,
  pride, self-control, moderation, and accomplishment
- describe and discuss collaboratively examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and selfcontrol related to customs around the world

#### I - Observing MLK Day

- identify the national holidays, describing the people and/or events related to Martin Luther King Jr. Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Martin Luther King Jr. Day
- use chronological words and phrases to discuss historical events and figures related to Martin Luther King, Jr. Day (e.g. "now and long ago," "before and after," and "past, present, and future")
- retell stories related to Martin Luther King, Jr. Day including key details that illustrate positive character traits and explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

# J - Observing Presidents' Day

- identify the national holidays, describing the people and/or events related to Presidents' Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Presidents' Day
- identify basic similarities in and differences between American symbols related to Presidents' Day
- use chronological words and phrases to discuss historical events and figures related to Presidents' Day (e.g. "now and long ago," "before and after," and "past, present, and future")

# J - Observing Presidents' Day (continued)

- describe and discuss collaboratively examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and selfcontrol, related to Presidents' Day
- retell stories related to Presidents' Day including key details that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

# **K** - Personal Finance

- describe the connection between the work done by people such as police officer, fire fighter, soldier, mail carrier, farmer, doctor, teacher, etc.
- explain that people earn income by working
- explain how and why money is used to purchase goods and services
- participate in collaborative conversations on why people must make choices because they cannot have everything they want

# L - Observing Memorial Day

- identify the national holidays, describing the people and/or events related to Memorial Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Memorial Day
- use chronological words and phrases to discuss historical events and figures related to Memorial Day (e.g. "now and long ago," "before and after," and "past, present, and future")
- describe and discuss collaboratively examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control, related to Memorial Day
- retell stories related to Memorial Day including key details that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

# **M** - Observing Flag Day

- identify the national holidays, describing; the people and/or events related to Flag Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Flag Day
- use chronological words and phrases to discuss historical events and figures related to Flag Day (e.g. "now and long ago," "before and after," and "past, present, and future")

# **M - Observing Flag Day** (continued)

- describe and discuss collaboratively examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and selfcontrol, related to Flag Day
- retell stories related to Flag Day including key details that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation and accomplishment

# **N** - Observing Independence Day

- identify the national holidays, describing the people and/or events related to Independence Day
- describe the diversity of American culture by explaining the customs and celebrations of various families and communities related to Independence Day
- use chronological words and phrases to discuss historical events and figures related to Independence Day (e.g. "now and long ago," "before and after," and "past, present, and future")
- describe and discuss collaboratively examples of positive character traits exhibited by good citizens, such as honesty, patriotism, courtesy, respect, pride, and self-control, related to Independence Day
- retell stories related to Independence Day including key details that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment

# **ESOL**

#### **A - Reading Foundations**

- ask and answer questions about fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper- and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and nonfiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles read aloud in unfamiliar fiction and nonfiction texts, with modeling and scaffolding appropriate to the proficiency level
- retell familiar texts read aloud with beginning, middle, and end with visual support, modeling and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with scaffolding appropriate to the proficiency level

# **B** - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

# **Kindergarten ESOL**

### **B - Vocabulary Development** (continued)

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, colors, shapes, feelings, spatial relations, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, safety and hygiene, interests, pets, hobbies and recreational activities, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- sort common objects (e.g., shapes, foods, colors) or words into categories to gain a sense of the concepts the categories represent using manipulatives or with visual support as appropriate and with scaffolding appropriate to the proficiency level

#### **C** - Social and Instructional Language

- participate in simple collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- begin to use and understand vocabulary appropriate to content area or genre with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts with visual support, modeling, and scaffolding to the proficiency level

# D - Writing

- create simple texts using a combination of drawing, copying, labeling, dictation, and writing that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing with visual support, modeling, and scaffolding to the proficiency level

# **E** - Grammar and Conventions

• print legibly, using appropriate letter formation and spacing between letters, words, and sentences, scaffolding appropriate to the proficiency level

# F - United States Culture and Values

- identify the name and value of United States currency, with visual support, modeling, and scaffolding appropriate to the proficiency level
- compare United States culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level

# **Kindergarten ESOL**

# **F** - United States Culture and Values (continued)

- begin to understand non-verbal communication or body language typical for the United States (e.g., eye contact, gestures, and space)
- compare the beliefs, customs, ceremonies, traditions, and social practices of various cultures

# **Chorus/Kindergarten**

### A - Creating

- generate and conceptualize musical ideas and works
- organize, develop, and revise musical ideas and works

#### **B** - Performing

- analyze, interpret, and select musical works for presentation
- develop and refine musical techniques and works for presentation
- convey meaning through the presentation of musical works as the school setting permits

#### **C** - Responding

- perceive, analyze, and interpret meaning in musical works
- apply criteria to evaluate musical works

- synthesize and relate knowledge and personal experiences to make music
- relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding

# **Dance K**

#### A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

#### **B** - Performing

- identify and demonstrate movement elements, skills, and terminology in dance
- understand and model dance etiquette as a classroom participant, performer, and observer
- recognize the relationship between human anatomy and movement
- understand and apply music concepts to dance

#### **C** - Responding

• demonstrate critical and creative thinking in dance

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance, wellness, and safety
- identify connections between dance and other areas of knowledge

# **General Music K**

#### A - Creating

- improvise melodies, rhythms, variations, and accompaniments
- compose and arrange music within specified guidelines

#### **B** - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

# **C** - Responding

- listen to, analyze, and describe music
- evaluate music and music performances
- move and respond to a varied repertoire of music, alone and with others

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture

# Media Art Grade K

#### A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

# **B** - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of media artworks

#### **C** - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

# **Orchestra/Kindergarten**

# A - Creating

• improvise, compose, and arrange music within specified guidelines

# **B** - Performing

- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

# **C** - Responding

- listen to, analyze, and describe music
- evaluate music and music performances

- demonstrate an understanding of the relationships between music, the other arts, and disciplines outside the arts
- understand music in relation to history and culture

# **Theatre Arts**

#### A - Creating

- organize, design, and refine theatrical works
- develop scripts through theatrical techniques

#### **B** - Performing

- · act by communicating and sustaining roles in formal and informal environments
- execute artistic and technical elements of theatre

#### **C** - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context

# **Visual Arts**

# A - Creating

- engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- create works of art based on selected themes
- identify and apply media, techniques, and processes of two-dimensional art
- identify and apply media, techniques, and processes of three-dimensional art
- demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes

# **B** - Presenting

 participate in appropriate exhibition(s) of works of art to develop identity of self as artist

# **C** - Responding

• discuss personal works of art and the artwork of others to enhance visual literacy

- investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art
- integrate information from other disciplines to enhance the understanding and production of works of art
- develop life skills (e.g., collaboration, creativity, critical thinking, communication) through the study and production of art

# Portuguese / Kindergarten

#### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

#### **B** - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

#### C - Culture

- locate and name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

# Kindergarten Foreign Language

# **C** - **Culture** (continued)

• explore significant people from the target language cultures

# **D** - Connections, Comparisons, and Communities

- explore connections to learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture with the students' culture
- explore where students can encounter the target language beyond the classroom setting

# Health

# A - First Aid

- demonstrate the ability to use decision-making skills in an emergency situation
- demonstrate the ability to practice health-enhancing behaviors in an emergency situation

# **B** - Safety

- demonstrate the ability to use decision-making skills to enhance health in safetyrelated situations
- demonstrate the ability to practice health-enhancing behaviors to avoid or reduce health risks
- demonstrate the ability to advocate for personal, family, and community safety

# **C** - Personal Care

- comprehend concepts related to personal health promotion
- demonstrate the ability to access valid information and services to enhance health
- demonstrate the ability to use goal-setting skills to enhance personal health
- analyze the influence of family, peers, culture, and media/technology on health behaviors

# **D** - Disease Prevention

- comprehend concepts related to health promotion and disease prevention to enhance health
- demonstrate the ability to advocate for personal health to prevent disease transmission

# E - Tobacco, Alcohol, and Other Drugs

 demonstrate the ability to use decision-making skills, related to use of tobacco and other drugs

# F - Nutrition

- comprehend concepts related to health promotion and disease prevention to enhance health
- analyze the influence of family, peers, culture, media/technology, and other factors on nutritional choices
- demonstrate the ability to advocate for personal, family, and community nutritional health

# **Kindergarten Health and PE**

### **G** - Emotional Expression/Mental Health

- demonstrate the ability to access valid information and products and services to enhance health
- demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks
- demonstrate the ability to use decision-making skills to enhance health

# H - Family Life

• analyze the influence of family on healthy behaviors

# I - Anatomy and Physiology

• comprehend anatomical concepts related to health promotion and disease prevention to enhance health

# Language Arts

#### A - Reading Literary Text

- ask and answer questions about key details in a text, such as who, what, when, where, why, and how
- retell stories in sequential order, including key details, and demonstrate understanding of the central message
- describe main characters, settings, and major events in a story, using key details
- ask and answer questions to determine the meaning of words and phrases as they are used in a text; describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
- describe the overall structure of a story, including beginning, middle, and end
- · identify and explain who is telling or speaking at various points in a text
- use illustrations and details in the text to predict and to describe the characters, settings, or events
- compare and contrast the adventures and experiences of main characters in stories
- read and comprehend literature, including stories and poems, of appropriate complexity for first grade

#### **B** - Reading Informational Text

- ask and answer questions about key details in a text, such as who, what, where, when, why, and how
- identify the main topic and retell key details of a text in a logical order
- identify and describe the connection between two individuals, events, ideas, or pieces of information in a text
- ask and answer questions to determine or clarify the meaning of words and phrases in a text
- use various text features (e.g., headings, tables of content, glossaries, electronic menus, and icons) to locate key facts or information in a text
- identify the main purpose of a text, including what the author wants to answer, explain, or describe
- describe how illustrations or photographs support the informational text
- identify reasons an author gives to support points in a text

# **1st Grade Language Arts**

#### **B - Reading Informational Text** (continued)

- compare and contrast similarities and differences (e.g., in illustrations, descriptions, or procedures) between two texts on the same topic, using examples from the texts
- · read and comprehend informational text of appropriate complexity for first grade

### **C** - Reading Foundation

- · demonstrate understanding of the organization and basic features of print
- demonstrate understanding of spoken words, syllables, and sounds (phonemes)
- know and apply grade-level phonics and word analysis skills in decoding words
- read with sufficient accuracy and fluency to support comprehension

# D - Writing

- write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure
- write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure
- focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults
- use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults
- participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions)
- recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults

# **E** - Speaking and Listening

- participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups
- ask and answer questions about key details in a text read aloud or information presented orally or through other media
- ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- describe people, places, things, and events with relevant details, expressing ideas and feelings clearly

# **1st Grade Language Arts**

#### **E - Speaking and Listening** (continued)

- add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- produce complete sentences when appropriate to task and situation

#### F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies
- demonstrate understanding of word relationships and nuances in word meanings, with guidance and support from adults
- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)

# Mathematics

#### A - Operations and Algebraic Thinking

- use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing with unknowns in all positions (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)
- solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20 (e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem)
- explore and apply properties of operations as strategies to add and subtract (e.g., If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition)
- model and explain subtraction as an unknown-addend problem (e.g., subtract 10 8 by finding the number that makes 10 when added to 8)
- relate counting to addition and subtraction (e.g., by counting on 2 to add 2)
- add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 4 = 13 3 1 = 10 1 = 9); using the relationship between addition and subtraction (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13)
- model and explain the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (e.g., which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2)
- determine the unknown whole number in an addition or subtraction equation relating to three whole numbers by using symbols (e.g., determine the unknown number that makes the equation true in each of the equations 8 + ? = 11; 5 = ? 3; 6 + 6 = ?)

#### **B** - Number and Operations in Base Ten

- count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral
- model and explain that a two-digit number represents amounts of tens and ones
- explain that 10 can be thought of as a bundle of ten ones called a "ten"
- model the numbers 11 to 19 showing they are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones
# **1st Grade Mathematics**

### **B - Number and Operations in Base Ten** (continued)

- explain that the numbers 10, 20, 30, 40, 50, 60, 70, 80, and 90 refer to one, two, three, four, five, six, seven, eight, or nine tens and 0 ones
- compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <</li>
- add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten
- using mental math strategies identify one more than, one less than, 10 more than, or 10 less than a given two-digit number explaining strategy used
- subtract multiples of 10 in the range 10 90 from multiples of 10 in the range 10 -90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used (e.g., 70-30; 30-10; 60-60)
- exchange equivalent values of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters and count out a combination needed to purchase items less than a dollar

### **C** - Measurement and Data

- order the length of three objects; compare the lengths of two objects by using direct comparison or a third object
- express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps
- tell and write time to the nearest hour and half-hour using analog and digital clocks
- organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

### **D** - Geometry

 distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes

# **1st Grade Mathematics**

### **D** - Geometry (continued)

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- compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, halfcircles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and to compose new shapes from the composite shape. This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions
  - partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares

# **Mathematics Grade 1 Enrich**

### A - Operations and Algebraic Thinking

- use addition and subtraction within 20 to solve word problems involving situations
  of adding to, taking from, putting together, taking apart, and comparing with
  unknowns in all positions
- model and explain the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (e.g., which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2)
- determine the unknown whole number in an addition or subtraction equation relating to three whole numbers by using symbols

#### **B** - Number and Operations in Base Ten

- exchange equivalent quantities of coins by making fair trades involving combinations of pennies, nickels, dimes, and quarters, and count out a combination needed to purchase items less than a dollar
- model and explain that a two-digit number represents amounts of tens and ones
- using mental math strategies identify one more than, one less than, 10 more than, or 10 less than a given two-digit number explaining strategy used
- subtract multiples of 10 in the range 10 90 from multiples of 10 in the range 10 -90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used (e.g., 70-30; 30-10; 60-60)

#### **C** - Measurement and Data

- organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
- express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps
- tell and write time to the nearest hour and half-hour using analog and digital clocks

## **1st Grade Mathematics**

#### **D** - Geometry

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- compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, halfcircles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and to compose new shapes from the composite shape; this is important for the future development of spatial relations which later connects to developing understanding of area, volume and fractions
- partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of; describe the whole as two of, or four of the shares; understand for these examples that decomposing into more equal shares creates smaller shares

#### **E** - Understanding Place Value

 add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used; understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten

# **1st Grade Science**

# Science

## A - Life Science

 obtain, evaluate, and communicate information about the basic needs of plants and animals

# **B** - Physical Science

- obtain, evaluate, and communicate information to investigate light and sound
- obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects

# **C** - Earth Science

• obtain, evaluate, and communicate weather data to identify weather patterns

# Science Grade 1 Enrich

# A - Content

- develop a model to identify the parts of a plant (i.e., root, stem leaf, and flower)
- · design a solution to ensure that a particular need of a plant or animal is met
- plan and carry out an investigation of shadows by placing objects at various points from a source of light
- plan and carry out an investigation to observe that vibrating materials can make sound and that sound can make materials vibrate
- design a signal that can serve as an emergency alert using light and/or sound
- plan and carry out investigations to demonstrate the effect of magnets on common objects
- identify and describe different types of weather and the characteristics of each type
- plan and carry out investigations on current weather conditions by observing and measuring with simple weather instruments (i.e., thermometer, wind vane, and rain gauge)
- analyze data to identify seasonal patterns of change

# STEM Exploratory/Grade 1

#### A - Technology, Programming, and Robotics

- classify objects into given categories; count the numbers of objects in each category and sort the categories by count (i.e., limit category counts to be less than or equal to 10)
- decompose a problem, into smaller, more manageable parts
- demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge)
- use hands-on learning and the physical environment to explore computing concepts
- write programs using visual block-based programming languages
- locate and debug errors in a program
- implement problem solutions using a programming language, including sequence and iteration (i.e., simple loops)

#### **B** - Science

- obtain, evaluate, and communicate information about the basic needs of plants and animals
- obtain, evaluate, and communicate information to investigate light and sound
- obtain, evaluate, and communicate weather data to identify weather patterns

#### C - Math

- organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another
- express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (i.e., the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps
- compose two-dimensional shapes (e.g., rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (e.g., cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape and to compose new shapes from the composite shape; this is important for the future development of spatial relations which later connects to developing understanding of area, volume and fractions

# **Social Studies**

# A - Map and Globe Skills

- use cardinal directions
- use intermediate directions

## **B** - Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines

### **C** - Historical Figures

- read about and describe the life of historical figures in American history
- describe how historical figures in American history were influenced by his or her time and place
- describe how the historical figures in American history display positive character traits of fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment

### D - Our Earth

- identify and apply cardinal directions when looking at a map or globe
- identify and apply intermediate directions when looking at a map or globe
- identify and locate one's own city, county, state, nation (country), and continent on a simple map or a globe
- locate major topographical features of the Earth's surface

# **1st Grade Social Studies**

# **E** - Patriotism

 explore the concept of patriotism through the words (e.g., brotherhood, liberty, freedom, pride, etc.) in the songs "America" (known as "My Country 'Tis of Thee") and "America the Beautiful"

# **F** - Economics and Personal Finance

- identify goods that people make and services that people provide for each other
- explain that scarcity is when unlimited wants are greater than limited resources
- describe how people are both producers and consumers
- explain that people earn income by working and that they must make choices about how much to save and spend

# **ESOL**

## **A - Reading Foundations**

- recognize, identify, order, and distinguish among topics, themes, storylines, ideas, events, and facts in fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper- and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds of the five major vowels, with visual support, modeling, and scaffolding appropriate to the proficiency level
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and nonfiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles in unfamiliar fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- compare and contrast two related texts, with visual support, modeling, and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with scaffolding appropriate to the proficiency level

# **B** - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

# **1st Grade ESOL**

### **B - Vocabulary Development** (continued)

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, interests, pets, hobbies, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl), with visual support, modeling, and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings, with visual support, modeling, and scaffolding appropriate to the proficiency level

## **C** - Social and Instructional Language

- participate in simple collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- use and understand vocabulary appropriate to content area or genre with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts and relevant descriptive details, with increasing attention to audience and purpose with visual support, modeling, and scaffolding to the proficiency level

### **D** - Writing

- write simple texts that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing projects with visual support, modeling, and scaffolding to the proficiency level

### **E** - Grammar and Conventions

 use conventions of standard English grammar and usage when writing or speaking with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level

# 1st Grade ESOL

### F - United States Culture and Values

- interact appropriately in common social and instructional situations with modeling, and scaffolding appropriate to the proficiency level
- locate and label the local community, nearest city, county, state, country, and continent on a map or globe with visual support, modeling, and scaffolding appropriate to the proficiency level
- recognize, identify, and describe American national symbols and landmarks, with visual support, modeling, and scaffolding appropriate to the proficiency level
- identify the name and value of American currency, with visual support, modeling, and scaffolding appropriate to the proficiency level
- compare United States culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level
- recognize, identify, explore, and describe significant people from United States culture and begin to understand differences in historical times with visual support, modeling, and scaffolding appropriate to the proficiency level

# Dance 1

# A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

## **B** - Performing

- identify and demonstrate movement elements, skills, and terminology in dance
- understand and model dance etiquette as a classroom participant, performer, and observer
- recognize the relationship between human anatomy and movement
- understand and apply music concepts to dance

### **C** - Responding

• demonstrate critical and creative thinking in dance

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance and wellness
- identify connections between dance and other areas of knowledge

# **General Music 1**

## A - Creating

- improvise melodies, rhythms, variations, and accompaniments
- compose and arrange music within specified guidelines

## **B** - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

# **C** - Responding

- listen to, analyze, and describe music
- evaluate music and music performances
- move and respond to a varied repertoire of music, alone and with others

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture

# Media Art Grade 1

# A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

# **B** - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

## **C** - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

# **Theatre Arts**

## A - Creating

- organize, design, and refine theatrical works
- develop scripts through theatrical techniques

## **B** - Performing

- · act by communicating and sustaining roles in formal and informal environments
- execute artistic and technical elements of theatre

### **C** - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context

# **Visual Arts**

# A - Creating

- engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- create works of art based on selected themes
- understand and apply media, techniques, and processes of two-dimensional art
- understand and apply media, techniques, and processes of three-dimensional art
- demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes

## **B** - Presenting

 participate in appropriate exhibition(s) of works of art to develop identity of self as artist

## **C** - Responding

• discuss personal works of art and the artwork of others to enhance visual literacy

- investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art
- integrate information from other disciplines to enhance the understanding and production of works of art
- develop life skills (e.g., collaboration, creativity, critical thinking, communication) through the study and production of art

# Modern Languages Level A

#### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

#### **B** - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

#### C - Culture

- name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

# **1st Grade Foreign Language**

## **C - Culture** (continued)

• explore significant people from the target language cultures

# **D** - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture(s) with the students' culture
- explore where students can encounter the target language beyond the classroom setting

# Portuguese / Grade 1

### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

#### **B** - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

#### C - Culture

- name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

# 1st Grade Foreign Language

# **C** - **Culture** (continued)

• explore significant people from the target language cultures

# **D** - Connections, Comparisons, and Communities

- explore connections to learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target cultures with the students' culture
- explore where students can encounter the target language beyond the classroom setting

# Health

# A - First Aid

 demonstrate the ability to use decision-making skills to enhance health in first-aid situations

# B - Safety

- demonstrate the ability to use decision-making skills related to safety
- demonstrate the ability to access valid information about safety
- demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks
- demonstrate the ability to advocate for personal, family, and community safety

# **C** - Personal Care

- demonstrate the ability to use decision-making skills to enhance personal health
- demonstrate the ability to access services to enhance personal health
- demonstrate the ability to use goal-setting skills to enhance health

# **D** - Disease Prevention

 comprehend concepts related to health promotion and disease prevention to enhance health

# E - Tobacco, Alcohol, and Other Drugs

- comprehend concepts related to health promotion related to alcohol, tobacco, and drugs
- analyze the influence of family, peers, culture, media/technology, and other factors on health behaviors related to drug use

# **F** - Nutrition

- analyze the influence of family, peers, culture, and media/technology on nutritional attitudes and practice
- demonstrate the ability to use nutritional goal-setting skills to enhance health
- demonstrate the ability to advocate for personal, family, and community nutritional health

# **G** - Emotional Expression/Mental Health

• demonstrate the ability to use interpersonal communication skills to enhance mental and emotional health and to avoid or reduce health risks

# **1st Grade Health and PE**

# G - Emotional Expression/Mental Health (continued)

- demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health
- demonstrate the ability to advocate for personal, family, and community mental health

# H - Family Life

• analyze the influence of family on health behaviors

# I - Anatomy and Physiology

• comprehend anatomical concepts related to health promotion

# Language Arts

#### A - Reading Literary Text

- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- recount stories, including fables and folktales from diverse cultures, in sequential order, including key details; determine the central message, lesson, or moral referring to the text
- describe how main characters in a story respond to major events and challenges, using key details
- determine the meaning of words and phrases as they are used in a text and describe how words and phrases suggest feelings or appeal to senses
- describe the overall structure of a story, including how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action
- explain differences in the points of view of characters (e.g. speaking in a different voice for each character when reading dialogue aloud, noticing characters' actions and thoughts)
- use specific information gained from illustrations and details in the text to demonstrate understanding of characters, setting, and plot
- compare and contrast two or more versions of the same story (e.g., fairy tales) by different authors or from different cultures, using key details to explain ideas
- read and comprehend literature, including stories and poems, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2

## **B** - Reading Informational Text

- ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- identify the main idea of a multi-paragraph text and explain how key ideas or portions of the text support the main idea, referring to the text
- describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text
- determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area
- use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently
- compare and contrast the main purpose of texts, including what the authors want to answer, explain, or describe

# 2nd Grade Language Arts

# **B - Reading Informational Text** (continued)

- explain how specific images (e.g., illustrations, photos, diagrams) contribute to and clarify a text
- describe how reasons support specific points the author makes in a text providing evidence from the text
- compare and contrast the most important points presented by two texts on the same topic, using evidence from the texts
- read and comprehend informational texts in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2

# **C** - Reading Foundation

- know and apply grade-level phonics and word analysis skills in decoding words
- read with sufficient accuracy and fluency to support comprehension

## **D** - Writing

- write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section
- write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
- write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure
- focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers
- use a variety of tools to produce and publish writing, including digital tools and collaboration with peers, with guidance and support from adults
- participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)
- recall information from experiences or gather information from provided sources to answer a question

## **E** - Speaking and Listening

- participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
- recount or describe key ideas or details from written texts read aloud or information presented orally or through other media

# 2nd Grade Language Arts

# **E - Speaking and Listening** (continued)

- ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue
- tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences
- create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings, with guidance and support
- produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

# F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing or speaking
- use knowledge of language and its conventions when writing, speaking, reading, or listening
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies
- demonstrate understanding of word relationships and nuances in word meanings
- use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)

# Language Arts Grade 2 Enrich

# **A - Reading Literary Text**

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song
- describe the overall structure of a story, including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action
- acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud

# **B** - Reading Informational Text

- ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area
- know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
- identify the main purpose of a text, including what the author wants to answer, explain, or describe
- read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 2

# Mathematics

#### A - Operations and Algebraic Thinking

- use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown numbers to represent the problem. Problems include contexts that involve adding to, taking from, putting together, taking apart (part/part/whole), and comparing with unknowns in all positions
- fluently add and subtract within 20 using mental strategies. By the end of grade 2, know from memory all sums of two one-digit numbers
- determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends)
- apply the use of repeated addition (skip counting), model arrays up to 5 rows and 5 columns to determine a total number of objects, and write an equation to express the total as a sum of equal addends

#### **B** - Number and Operations in Base Ten

- explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones)
- explain that 100 can be thought of as a bundle of ten tens, called a "hundred"
- explain the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones)
- count within 1000; skip-count by 5s, 10s, and 100s
- read, write, and represent numbers to 1000 using a variety of models, diagrams and base ten numerals, including standard and expanded form
- compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, = ,and < symbols to record the results of comparisons</li>
- add and subtract fluently within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction
- add up to four two-digit numbers using strategies based on place value and properties of operations
- add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds

# **2nd Grade Mathematics**

# **B - Number and Operations in Base Ten** (continued)

- use mental math strategies to add and subtract 10 or 100 to a given number between 100-900
- explain why addition and subtraction strategies work using place value and the properties of operations

# **C** - Measurement and Data

- measure length by determining, selecting and using an appropriate tool (rulers, yardsticks, meter sticks, measuring tapes) and unit (in., ft., yd., cm, m)
- compare and explain the relationship of inches, feet, yards, centimeters and meters by measuring an object twice using different units. Understand the relative size of units in different systems of measurement (e.g., an inch is longer than a centimeter; but students are not expected to convert between systems of measurement)
- estimate lengths using units of inches, feet, yards, centimeters and meters, then measure to determine if estimations were reasonable
- measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (relate addition and subtraction to length)
- solve word problems using addition and subtraction within 100 involving lengths of like units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem
- represent whole numbers as lengths from 0 on a number line with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram
- use analog and digital clocks to tell and write time to the nearest five minutes using AM and PM
- solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and \$ symbols appropriately (e.g., if you have 2 dimes and 3 pennies, how many cents do you have?)
- generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units
- draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph

# **D** - Geometry

 recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces and identify triangles, quadrilaterals, pentagons, hexagons, and cubes

# **2nd Grade Mathematics**

# **D** - Geometry (continued)

- partition a rectangle into rows and columns of same-size squares and count to find the total number of them
- partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape

# **Mathematics Grade 2 Enrich**

## A - Operations and Algebraic Thinking

- use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown numbers to represent the problem; problems include contexts that involve adding to, taking from, putting together, taking apart (part/part/whole), and comparing with unknowns in all positions
- apply the use of repeated addition (skip counting), model arrays up to 5 rows and 5 columns to determine a total number of objects, and write an equation to express the total as a sum of equal addends

## **B** - Number and Operations in Base Ten

- explain that the three digits of a three-digit number represent amounts of hundreds, tens, and ones
- read, write, and represent numbers to 1000 using a variety of models, diagrams and base ten numerals including standard and expanded form
- compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >,=,and < symbols to record the results of comparisons</li>
- add and subtract within 1,000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method; understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and sometimes it is necessary to compose or decompose tens or hundreds

### **C** - Measurement and Data

- draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories; solve simple put-together, take-apart, and compare problems using information presented in a bar graph
- measure length by determining, selecting and using an appropriate tool (rulers, yardsticks, meter sticks, measuring tapes) and unit (in., ft., yd., cm, m)
- estimate lengths using units of inches, feet, yards, centimeters and meters, then measure to determine if estimations were reasonable
- compare and explain the relationship of inches, feet, yards, centimeters and meters by measuring an object twice using different units; understand the relative size of units in different systems of measurement
- solve word problems using addition and subtraction within 100 involving lengths of like units by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem

# **2nd Grade Mathematics**

# **C - Measurement and Data** (continued)

- use analog and digital clocks to tell and write time to the nearest five minutes using AM and PM
- solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately (e.g., If you have 2 dimes and 3 pennies, how many cents do you have?)

## **D** - Geometry

- partition a rectangle into rows and columns of same-size squares and count to find the total number of them
- partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths; recognize that equal shares of identical wholes need not have the same shape

# Science

# **A - Physical Science**

- obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects
- obtain, evaluate, and communicate information to demonstrate changes in speed and direction using a force (a push or a pull)

## **B** - Earth Science

- obtain, evaluate, and communicate information about stars having different sizes and brightness
- obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun's effect on Earth
- obtain, evaluate, and communicate information about how weather and humans cause changes to the environment
- obtain, evaluate, and communicate information about how plants and animals cause changes to the environment

## **C** - Life Science

• obtain, evaluate, and communicate information about the life cycles of different living organisms

# Science Grade 2 Enrich

### A - Content

- provide evidence from observations to construct an explanation that some changes in matter caused by heating or cooling can be reversed and some changes are irreversible
- plan and carry out an investigation to demonstrate how pushing and pulling on an object affects the motion of the object
- design a device to change the speed or direction of an object
- record and analyze data to decide if a design solution works as intended to change the speed or direction of an object with a force (i.e., a push or a pull)
- observe the effect of the position of the sun in relation to a fixed object on Earth at various times of the day
- design and build a structure that demonstrates how shadows change throughout the day
- observe and describe the life cycle of a plant by growing a plant from a seed by recording changes over a period of time
- develop a simple model that depicts an animal's role in dispersing seeds or in the pollination of plants

# STEM Exploratory/Grade 2

## A - Technology, Programming, and Robotics

- create algorithms, or series of ordered steps, to solve problems
- decompose a problem, into smaller, more manageable parts
- collect, analyze, and represent data effectively
- demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge)
- use hands-on learning and the physical environment to explore computing concepts
- write programs using block-based programming languages
- locate and debug errors in a program
- read a program and translate it into English; explain how a particular program functions
- modify and create animations, and present work to teammates
- implement problem solutions using a programming language, including sequence and iteration (i.e., simple loops)

### **B** - Science

- obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects
- obtain, evaluate, and communicate information to demonstrate changes in speed and direction using a force (i.e., a push or a pull)
- obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the Sun's effect on Earth
- obtain, evaluate, and communicate information about the life cycles of different living organisms

## C - Math

 draw a picture graph and a bar graph (i.e., with single-unit scale) to represent a data set with up to four categories; solve simple put-together, take-apart, and compare problems using information presented in a bar graph

# **2nd Grade Science**

### **C** - Math (continued)

- generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object; show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units
- measure length by determining, selecting and using an appropriate tool (e.g., rulers, yardsticks, meter sticks, measuring tapes) and unit (e.g., in., ft., yd., cm, m)
- estimate lengths using units of inches, feet, yards, centimeters, and meters, then measure to determine if estimations were reasonable
- compare and explain the relationship of inches, feet, yards, centimeters, and meters by measuring an object twice using different units; understand the relative size of units in different systems of measurement; for example, an inch is longer than a centimeter; but students are not expected to convert between systems of measurement
- generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object; show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units
# **Social Studies**

## A - Map and Globe Skills

- use cardinal directions
- use intermediate directions
- use a letter/number grid system to determine location
- compare and contrast the categories of natural, cultural, and political features found on maps
- use inch-to-inch map scale to determine distance on maps
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- use a map to explain impact of geography on historical and current events

# **B** - Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines
- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts

# C - Georgia's Geography

• locate and compare major topographical features of Georgia and describe how these features define Georgia's surface

# 2nd Grade Social Studies

# **D** - Historical Figures in Georgia

- describe the Georgia Creek and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments
- analyze the lives and contributions of historical figures in Georgia history

# E - Governing Georgia

- give examples of how the historical figures in Georgia demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion
- define the concept of government and the need for rules and laws
- compare and contrast elected officials of the executive branch and where they work

# **F** - Personal Finance

- explain that, because of scarcity, people must make choices that result in opportunity costs
- identify some ways in which goods and services are allocated (e.g., price, majority rule, contests, force, sharing, lottery, authority, first-come-first-served, and personal characteristics)
- explain that people usually use money to obtain the goods and services they want and explain how money makes trade easier than barter
- analyze the costs and benefits of personal saving and spending choices

# **ESOL**

### **A - Reading Foundations**

- recognize, identify, order, and distinguish among topics, themes, storylines, ideas, events, and facts in fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper- and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds of the five major vowels, with visual support, modeling, and scaffolding appropriate to the proficiency level
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and nonfiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles in unfamiliar fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- compare and contrast two related texts, with visual support, modeling, and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with scaffolding appropriate to the proficiency level

# **B** - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

# 2nd Grade ESOL

## **B - Vocabulary Development** (continued)

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, interests, pets, hobbies, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl), with visual support, modeling, and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings, with visual support, modeling, and scaffolding appropriate to the proficiency level

## **C** - Social and Instructional Language

- participate in simple collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- use and understand vocabulary appropriate to content area or genre with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts and relevant descriptive details, with increasing attention to audience and purpose with visual support, modeling, and scaffolding to the proficiency level

# D - Writing

- write simple texts that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing projects with visual support, modeling, and scaffolding to the proficiency level

#### **E** - Grammar and Conventions

 use conventions of standard English grammar and usage when writing or speaking with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level

# 2nd Grade ESOL

## F - United States Culture and Values

- interact appropriately in common social and instructional situations with modeling, and scaffolding appropriate to the proficiency level
- locate and label the local community, nearest city, county, state, country, and continent on a map or globe with visual support, modeling, and scaffolding appropriate to the proficiency level
- recognize, identify, and describe United States national symbols and landmarks, with visual support, modeling, and scaffolding appropriate to the proficiency level
- identify the name and value of American currency, with visual support, modeling, and scaffolding appropriate to the proficiency level
- compare American culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level
- recognize, identify, explore, and describe significant people from United States culture and begin to understand differences in historical times with visual support, modeling, and scaffolding appropriate to the proficiency level

# Dance 2

## A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

## **B** - Performing

- identify and demonstrate movement elements, skills, and terminology in dance
- understand and model dance etiquette as a classroom participant, performer, and observer
- recognize the relationship between human anatomy and movement
- understand and apply music concepts to dance

## **C** - Responding

• demonstrate critical and creative thinking in dance

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance and wellness
- identify connections between dance and other areas of knowledge

# **General Music 2**

## A - Creating

- improvise melodies, rhythms, variations, and accompaniments
- compose and arrange music within specified guidelines

## **B** - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

# **C** - Responding

- listen to, analyze, and describe music
- evaluate music and music performances
- move and respond to a varied repertoire of music, alone and with others

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture

# Media Art Grade 2

# A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

# **B** - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

# **C** - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

# **Theatre Arts**

## A - Creating

- organize, design, and refine theatrical work
- develop scripts through theatrical techniques

#### **B** - Performing

- · act by communicating and sustaining roles in formal and informal environments
- execute artistic and technical elements of theatre

### **C** - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context

# **Visual Arts**

# A - Creating

- engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- create works of art based on selected themes
- understand and apply media, techniques, and processes of two-dimensional art
- understand and apply media, techniques, and processes of three-dimensional art
- demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes

# **B** - Presenting

 participate in appropriate exhibition(s) of works of art to develop identity of self as artist

# **C** - Responding

• discuss personal works of art and the artwork of others to enhance visual literacy

- investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art
- integrate information from other disciplines to engage in the understanding and production of works of art
- develop life skills (e.g., collaboration, creativity, critical thinking, communication) through the study and production of art

# Modern Languages Level A

#### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

#### **B** - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

#### C - Culture

- name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

# 2nd Grade Foreign Language

## **C** - **Culture** (continued)

• explore significant people from the target language cultures

# **D** - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture(s) with the students' culture
- explore where students can encounter the target language beyond the classroom setting

# Modern Languages Level B

#### **A - Basic Communication**

- comprehend and respond appropriately to greetings, farewells, and basic social situations
- respond to classroom instruction and directions
- express feelings and emotions
- express likes and dislikes
- count, identify, and manipulate numbers
- integrate alphabet into a variety of activities
- recognize, name, and sequence days of the week and months of the year
- use basic weather vocabulary and organize the months of the year by season
- identify and describe immediate and extended family members
- identify and use phrases to describe clothing
- recognize time by hour, half-hour, quarter-hour, and digital format
- identify selected parts of the body
- identify and describe classroom objects and their uses
- identify rooms of a house and basic furniture
- identify, classify, and describe various food and beverages
- identify household pets and domestic, farm, and zoo animals
- identify means of transportation
- · identify selected professions and places in the community

### **B** - Culture

locate and name target language countries on a map or globe

# 2nd Grade Foreign Language

# **B** - Culture (continued)

- identify holidays and traditional celebrations of the target language cultures
- explore similarities and differences among a variety of cultures
- explore national symbols and features of target language countries
- identify significant people from the target language cultures

# C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas
- identify and compare basic language features
- identify comparisons of the target culture(s) with the students' culture
- identify where students can encounter the target language beyond the classroom setting

# Portuguese / Grade 2

#### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

#### **B** - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

#### C - Culture

- locate and name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

# 2nd Grade Foreign Language

# **C** - **Culture** (continued)

• explore significant people from the target language cultures

# **D** - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture(s) with the students' culture
- explore where students can encounter the target language beyond the classroom setting

# Health

# A - First Aid

 demonstrate the ability to use decision-making skills, related to first aid, to enhance health

# B - Safety

- demonstrate the ability to use decision-making skills related to safety to enhance health
- demonstrate the ability to practice health-enhancing behaviors in emergency situations to avoid or reduce health risks

# **C** - Personal Care

- comprehend concepts related to personal health promotion and disease prevention to enhance health
- · demonstrate the ability to access valid information and services to enhance health
- analyze the influence of family on health behaviors

# **D** - Disease Prevention

 comprehend concepts related to health promotion and disease prevention to enhance health

# E - Tobacco, Alcohol, and Other Drugs

- analyze the influence of family, peers, culture, media/technology, and other factors on health behaviors related to tobacco, alcohol, and drugs
- demonstrate the ability to access valid information and products and services, related to tobacco, alcohol, and drugs to enhance health
- demonstrate the ability to use decision-making skills related to tobacco, alcohol and drugs to enhance health
- demonstrate the ability to practice health-enhancing behaviors, related to tobacco, alcohol, and drugs, to avoid or reduce health risks

# F - Nutrition

- comprehend nutritional concepts related to health promotion and disease prevention to enhance health
- demonstrate the ability to use goal-setting skills related to nutrition to enhance health
- demonstrate the ability to practice nutritional health-enhancing behaviors and to avoid or reduce health risks

# 2nd Grade Health and PE

# **F** - Nutrition (continued)

 demonstrate the ability to advocate for personal, family, and community nutritional health

# **G** - Emotional Expression/Mental Health

- comprehend concepts related to mental health promotion by effective communication with others
- · demonstrate the ability to use interpersonal communication skills
- demonstrate the ability to advocate for personal, family, and community mental health

# H - Family Life

- analyze the influence of family, peers, culture, and media/technology on health behaviors
- demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks
- demonstrate the ability to practice health-enhancing behaviors related to the family to avoid or reduce health risks

# I - Anatomy and Physiology

• comprehend anatomical concepts related to health promotion and disease prevention to enhance health

# Language Arts

#### A - Reading Literary Text

- refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text
- recount stories by explaining key details in sequential order; determine central messages, lessons, or themes and explain how they are conveyed through key details
- describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- determine the meaning of words and phrases as they are used in a text, distinguishing literal from figurative language
- refer to detailed parts of a story, drama, or poem using terms such as chapter, scene, and stanza and describe how each successive part builds on earlier sections
- compare and contrast the reader's, narrator's, and/or characters' points of view explaining what makes the points of view different or similar
- explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- compare and contrast central messages, themes, settings, and plots written by the same author about the same or similar characters (e.g., in books from a series), using key details to explain ideas
- read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3

#### **B** - Reading Informational Text

- refer to details in a text when explaining what the text says explicitly and when drawing inferences from the text
- identify the main idea/central message of a text and explain how key ideas support the main idea/central message, referring to the text; provide a brief summary of the text
- describe and analyze relationships between a series of historical events, scientific ideas, or steps in technical procedures in a text, using specific language that pertains to time, sequence, and cause/effect
- determine the meaning of general academic and domain-specific words and phrases as used in texts relevant to a grade 3 topic/subject area
- use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate and analyze information relevant to a given topic efficiently

# **3rd Grade Language Arts**

### **B - Reading Informational Text** (continued)

- distinguish reader's points of view from points of view of authors and explain what makes these points of view different or similar
- use information presented visually, orally, or quantitatively (e.g., infographics, charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) to expand the overall understanding of the text
- describe how an author uses reasons and evidence to support particular points in a text providing evidence from the text; describe how an author connects reasons and evidence between particular sentences and paragraphs in texts (e.g., comparison, cause/effect, first/second/third) providing evidence from the text
- compare and contrast the most important points and key details presented in two texts on the same topic and provide evidence from texts to support the comparisons
- read and comprehend informational texts at the high end of the grades 2-3 text complexity band independently and proficiently by the end of grade 3

## **C** - Reading Foundation

- know and apply grade-level phonics and word analysis skills in decoding words
- read with sufficient accuracy and fluency to support comprehension

#### **D** - Writing

- write opinion pieces on topics or texts, supporting a point of view with reasons
- write informative/explanatory texts to examine a topic and convey ideas and information clearly
- write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences
- produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from adults
- develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults
- use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others, with guidance and support from adults
- conduct short research projects that build knowledge about a topic
- recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

# **3rd Grade Language Arts**

# **E - Speaking and Listening**

- engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly
- determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- ask and answer questions about information from a speaker, offering appropriate elaboration and detail
- report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace
- create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details
- speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

## F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- use knowledge of language and its conventions when writing, speaking, reading, or listening
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies
- demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults
- acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., after dinner that night we went looking for them)

# Mathematics

#### A - Operations and Algebraic Thinking

- interpret products of whole numbers, [e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each (e.g., describe a context in which a total number of objects can be expressed as 5 x 7)]
- interpret whole-number quotients of whole numbers (e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares; how many are in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each; how many groups can you make? (e.g., describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8)
- apply multiplication and division within 100 (products or dividends 0 100) to solve word problems in situations involving equal groups, arrays and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)
- determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division (e.g., determine the unknown number that makes the equation true in each of the equations 8 x ? = 48; 5 = ? ÷ 3, 6 x 6 = ?)
- apply commutative, associative, and distributive properties as strategies to multiply and divide (e.g., If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known (commutative property of multiplication); 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (associative property of multiplication), knowing that 8 x 5 = 40 and 8 x 2 = 16, then one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (distributive property))
- understand division as an unknown-factor problem (e.g., find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8)
- fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8, or properties of operations) By the end of Grade 3, know from memory all products of two one-digit numbers
- solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. This standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order where there are no parentheses to specify a particular order (order of operations)

#### A - Operations and Algebraic Thinking (continued)

 identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations (e.g., observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends)

## **B** - Number and Operations in Base Ten

- use place value understanding to round whole numbers to the nearest 10 or 100
- add and subtract fluently within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction
- multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations

## **C - Number and Operations: Fractions**

- understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/b as the quantity formed by a parts of size 1/b (e.g., 3/4 means there are three 1/4 parts, so 3/4 = 1/4+1/4+1/4)
- recognize a fraction as a number on the number line; represent fractions on a number line diagram
- represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into "b" equal parts; recognize that each part has size 1/b. Recognize that a unit fraction 1/b is located 1/b whole unit from 0 on the number line
- represent a non-unit fraction a/b on a number line diagram by marking off "a" lengths 1/b (unit fractions) from 0 and recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line
- explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size
- recognize two fractions as equivalent (equal) if they are the same size or the same point on a number line
- recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8. (e.g., 1/2 = 2/4, 4/6 = 2/3); explain why the fractions are equivalent by using a visual fraction model
- express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., express 3 in the form 3 = 6/2 (3 wholes is equal to six halves); recognize that 3/1 = 3; locate 4/4 and 1 at the same point of a number line diagram)

#### **C - Number and Operations: Fractions** (continued)

 compare two fractions with the same numerator or the same denominator by reasoning about their size; recognize that comparisons are valid only when the two fractions refer to the same whole and record the results of comparisons with the symbols >, =, or <</li>

#### **D** - Measurement and Data

- tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram, drawing a pictorial representation of a clock face, etc.)
- measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem)
- draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets)
- generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters
- recognize area as an attribute of plane figures and understand concepts of area measurement
- use words, pictures and/or numbers to show that "unit square" is a square with a side length of 1 unit, has an area of one square unit, and can be used to measure area of plane figures
- demonstrate that a plane figure which can be covered without gaps or overlaps by "n" unit squares is said to have an area of "n" square units
- measure areas by counting unit squares (e.g., square cm, square m, square in, square ft, and improvised units)
- relate area to the operations of multiplication and addition
- find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths
- multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real-world and mathematical problems and represent wholenumber products as rectangular areas in mathematical reasoning
- use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c; use area models to represent the distributive property in mathematical reasoning

### **D** - Measurement and Data (continued)

 solve real-world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeters and different areas or the same areas with different perimeters

### **E** - Geometry

- understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories
- partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (e.g., partition a shape into four parts with equal area, and describe the area of each part as 1/4 of the area of the shape)

# **Mathematics Grade 3 Enrich**

# A - Operations and Algebraic Thinking

- interpret whole-number quotients of whole numbers, or as a number of shares when objects are partitioned into equal shares of objects; how many groups can you make?
- apply multiplication and division within 100 (products or dividends 0 100) to solve word problems in situations involving equal groups, arrays and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)
- apply commutative, associative, and distributive properties as strategies to multiply and divide (commutative property of multiplication); 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30 (associative property of multiplication), knowing that 8 x 5 = 40 and 8 x 2 = 16, then one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56 (distributive property))
- solve two-step word problems using the four operations; represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding; this standard is limited to problems posed with whole numbers and having whole number answers; students should perform operations in appropriate order according to the context of the problem
- identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations (e.g., observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends)

# **B** - Number and Operations in Base Ten

 add and subtract fluently within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction

# **C** - Number and Operations: Fractions

- understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/b as the quantity formed by a parts of size 1/b; for example, 3/4 means there are three 1/4 parts, so 3/4 = 1/4+1/4+1/4
- represent a non-unit fraction a/b on a number line diagram by marking off "a" lengths 1/b (unit fractions) from 0 and recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line
- explain equivalence of fractions through reasoning with visual fraction models; compare fractions by reasoning about their size

# **C - Number and Operations: Fractions** (continued)

- recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8.; explain why the fractions are equivalent by using a visual fraction model
- express whole numbers as fractions and recognize fractions that are equivalent to whole numbers (e.g., express 3 in the form 3 = 6/2 (3 wholes is equal to six halves); recognize that 3/1 = 3; locate 4/4 and 1 at the same point of a number line diagram)

## **D** - Measurement and Data

- draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent 5 pets)
- use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c; use area models to represent the distributive property in mathematical reasoning
- tell and write time to the nearest minute and measure elapsed time intervals in minutes; solve word problems involving addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram, drawing a pictorial representation of a clock face. etc.)
- solve real-world and mathematical problems involving the perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeters and different areas or the same areas with different perimeters

# **E - Geometry**

understand that shapes in different categories may share attributes, and that the shared attributes can define a larger category ; recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories

# Science

## **A - Physical Science**

• obtain, evaluate, and communicate information about the ways heat energy is transferred and measured

## **B** - Earth Science

- obtain, evaluate, and communicate information about the physical attributes of rocks, minerals, and soils
- obtain, evaluate, and communicate information on how fossils provide evidence of past organisms

# **C** - Life Science

- obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats (mountains, piedmont, marsh/swamp, coast, Atlantic Ocean) found within geographic regions (Blue Ridge Mountains, Appalachian Plateau, Valley and Ridge, Piedmont, Coastal Plains) of Georgia
- obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment

# Science Grade 3 Enrich

### A - Content

- plan and carry out an investigation to gather data using thermometers to produce tables and charts that illustrate the effect of sunlight on various objects
- use tools and everyday materials to design and construct a device/structure that will increase/decrease the warming effects of sunlight on various materials
- plan and carry out investigations to describe properties of soils (i.e., color, texture, capacity to retain water, and ability to support growth of plants) and soil types (i.e., sand, clay, loam)
- make observations of the local environment to construct an explanation of how water and wind have made changes to soil and rocks over time
- construct an explanation to describe the relationship between of the types of pollution and the impact of humans on the environment
- explore, research, and communicate solutions, such as conservation of resources and recycling materials, to protect plants and animals of Georgia
- construct an explanation using evidence of how external features and adaptations (i.e., camouflage, use of hibernation, protection, migration, mimicry) of animals allow them to survive in their habitat
- use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another
- construct an explanation to communicate what will happen to an organism if a habitat is manipulated or changed (e.g., destruction of forests, advancement of technology, effects of migration)

# STEM Exploratory/Grade 3

## A - Technology, Programming, and Robotics

- create algorithms, or series of ordered steps, to solve problems
- decompose a problem, into smaller, more manageable parts
- collect, analyze, and represent data effectively
- demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge)
- use hands-on learning and the physical environment to explore computing concepts
- write programs using block-based programming languages
- locate and debug errors in a program
- read a program and translate it into ordinary language; explain how a particular program functions
- modify and create animations, and present work to teammates
- implement problem solutions using a programming language, including sequence, iteration (i.e., simple and nested loops), and conditional statements

#### **B** - Science

- obtain, evaluate, and communicate information about the ways heat energy is transferred and measured
- obtain, evaluate, and communicate information about the physical attributes of rocks, minerals, and soils
- obtain, evaluate, and communicate information about the effects of pollution (e.g., air, land, and water) and humans on the environment

#### C - Math

- apply multiplication and division within 100 (products or dividends 0-100) to solve word problems in situations involving equal groups, arrays and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)
- draw a scaled picture graph and a scaled bar graph to represent a data set with several categories; solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs (e.g., draw a bar graph in which each square in the bar graph might represent five pets)

# **3rd Grade Science**

## **C** - Math (continued)

 solve two-step word problems using the four operations; represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies including rounding; this standard is limited to problems posed with whole numbers and having whole number answers; students should know how to perform operations in the conventional order where there are no parentheses to specify a particular order (order of operations)

# **Social Studies**

## A - Map and Globe Skills

- use cardinal directions
- use intermediate directions
- use a letter/number grid system to determine location
- compare and contrast the categories of natural, cultural, and political features found on maps
- use inch-to-inch map scale to determine distance on a map
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- use a map to explain impact of geography on historical and current events
- draw conclusions and make generalizations based on information from maps
- use latitude and longitude to determine location

#### **B** - Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines
- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts

# **3rd Grade Social Studies**

# **B - Information Processing Skills** (continued)

- draw conclusions and make generalizations
- analyze graphs and diagrams
- translate dates into centuries, eras, or ages

# **C** - American Indians

compare and contrast early Native American/American Indian cultures and their development in North America

# **D** - Exploration of North America

• describe European exploration in North America

# E - Colonial America

• explain the factors that shaped British Colonial America

# F - Geography of America

- locate major topographical features on a physical map of the United States
- locate and describe the equator, prime meridian, and lines of latitude and longitude on a globe
- describe how physical systems affect human systems

# **G** - American Government

• describe the elements of representative democracy/republic in the United States

# H - Civics

• explain the importance of Americans sharing certain central democratic beliefs and principles, both personal and civic

# I - Personal Finance/Economics

- define and give examples of the four types of productive resources
- explain that governments provide certain types of goods and services in a market economy (e.g., schools, libraries, roads, police and fire protection, and military) and pay for these through taxes
- give examples of interdependence and trade and explain the benefits of voluntary exchange
- explain the concept of opportunity cost as it relates to making a saving or spending choice

# **ESOL**

## **A - Reading Foundations**

- recognize, identify, order, and distinguish among topics, themes, storylines, ideas, events, and facts in fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper- and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds of the five major vowels, with visual support, modeling, and scaffolding appropriate to the proficiency level
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and nonfiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles in unfamiliar fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- compare and contrast two related texts, with visual support, modeling, and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with scaffolding appropriate to the proficiency level

# **B** - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

# **3rd Grade ESOL**

# **B - Vocabulary Development** (continued)

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, interests, pets, hobbies, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl), with visual support, modeling, and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings, with visual support, modeling, and scaffolding appropriate to the proficiency level

# C - Social and Instructional Language

- participate in simple collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- use and understand vocabulary appropriate to content area or genre with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts and relevant descriptive details, with increasing attention to audience and purpose with visual support, modeling, and scaffolding to the proficiency level

# D - Writing

- write simple texts that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing projects with visual support, modeling, and scaffolding to the proficiency level

# **E** - Grammar and Conventions

 use conventions of standard English grammar and usage when writing or speaking with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level

# **3rd Grade ESOL**

## **E - Grammar and Conventions** (continued)

• use and apply English syntax with increasing accuracy to create phrases and sentences based on level of English

## F - United States Culture and Values

- interact appropriately in common social and instructional situations with modeling, and scaffolding appropriate to the proficiency level
- locate and label the local community, nearest city, county, state, country, and continent on a map or globe with visual support, modeling, and scaffolding appropriate to the proficiency level
- recognize, identify, and describe American national symbols and landmarks, with visual support, modeling, and scaffolding appropriate to the proficiency level
- identify the name and value of United States currency, with visual support, modeling, and scaffolding appropriate to the proficiency level
- compare United States culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level
- recognize, identify, explore, and describe significant people from United States culture and begin to understand differences in historical times with visual support, modeling, and scaffolding appropriate to the proficiency level
## **3rd Grade Fine Arts**

# Dance 3

## A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

### **B** - Performing

- identify and demonstrate movement elements, skills, technique, and terminology in dance
- understand and model dance etiquette as a classroom participant, performer, and observer
- recognize the relationship between human anatomy and movement
- understand and apply music concepts in dance

### **C** - Responding

• demonstrate critical and creative thinking in dance

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance and wellness
- identify connections between dance and other areas of knowledge

# **General Music 3**

#### A - Creating

- improvise melodies, rhythms, variations, and accompaniments
- compose and arrange music within specified guidelines

#### **B** - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

### **C** - Responding

- listen to, analyze, and describe music
- evaluate music and music performances
- move and respond to a varied repertoire of music, alone and with others

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture

# Media Art Grade 3

## A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

### **B** - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

### **C** - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

# **Theatre Arts**

#### A - Creating

- organize, design, and refine theatrical work
- develop scripts through theatrical techniques

#### **B** - Performing

- · act by communicating and sustaining roles in formal and informal environments
- execute artistic and technical elements of theatre

#### **C** - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context

# **Visual Arts**

# A - Creating

- engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- create works of art based on selected themes
- understand and apply media, techniques, processes, and concepts of twodimensional art
- understand and apply media, techniques, processes, and concepts of threedimensional art
- demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes

# **B** - Presenting

 plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist

# C - Responding

• use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy

- investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art
- integrate information from other disciplines (e.g. math, science, ela, social studies) to enhance the understanding and production of works of art
- develop life skills (e.g., collaboration, creativity, critical thinking, communication) through the study and production of art

# Modern Languages Level A

#### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

#### **B** - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

#### C - Culture

- name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

## **3rd Grade Foreign Language**

### **C** - **Culture** (continued)

• explore significant people from the target language cultures

## **D** - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture(s) with the students' culture
- explore where students can encounter the target language beyond the classroom setting

# Modern Languages Level B

#### A - Basic Communication

- comprehend and respond appropriately to greetings, farewells, and basic social situations
- respond to classroom instruction and directions
- express feelings and emotions
- express likes and dislikes
- count, identify, and manipulate numbers
- integrate alphabet into a variety of activities
- recognize, name, and sequence days of the week and months of the year
- use basic weather vocabulary and organize the months of the year by season
- identify and describe immediate and extended family members
- identify and use phrases to describe clothing
- recognize time by hour, half-hour, quarter-hour, and digital format
- identify selected parts of the body
- identify and describe classroom objects and their uses
- identify rooms of a house and basic furniture
- identify, classify, and describe various food and beverages
- identify household pets and domestic, farm, and zoo animals
- identify means of transportation
- identify selected professions and places in the community

#### **B** - Culture

• locate and name target language countries on a map or globe

## **3rd Grade Foreign Language**

### **B** - Culture (continued)

- identify holidays and traditional celebrations of the target language cultures
- explore similarities and differences among a variety of cultures
- explore national symbols and features of target language countries
- identify significant people from the target language cultures

# C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas
- identify and compare basic language features
- identify comparisons of the target culture(s) with the students' culture
- identify where students can encounter the target language beyond the classroom setting

# Portuguese / Grade 3

#### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

#### **B** - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

#### C - Culture

- locate and name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

## **3rd Grade Foreign Language**

### **C** - **Culture** (continued)

• explore significant people from the target language cultures

## **D** - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture(s) with the students' culture
- explore where students can encounter the target language beyond the classroom setting

# Health

## A - First Aid

• comprehend concepts related to health promotion and first aid to enhance health

# B - Safety

- comprehend concepts related to health promotion and safety to enhance health
- demonstrate the ability to access valid safety information and products and services to enhance health
- demonstrate the ability to practice health-enhancing safety behaviors and to avoid or reduce health risks

## **C** - Personal Care

- comprehend personal care concepts, related to health promotion and disease prevention, to enhance health
- demonstrate the ability to use goal-setting skills to enhance health

## **D** - Disease Prevention

 comprehend concepts related to health promotion and disease prevention to enhance health

# E - Tobacco, Alcohol, and Other Drugs

- comprehend healthy concepts, related to tobacco, alcohol, and drugs, to enhance health
- analyze the influence of family, peers, culture, media/technology, and other factors on health behaviors related to tobacco, alcohol and drugs
- demonstrate the ability to use decision-making skills related to tobacco, alcohol, and drug use, to enhance health

### **F** - Nutrition

- comprehend nutritional concepts related to health promotion
- analyze the influence of culture and media/technology, related to food choices, on health behaviors

# G - Emotional Expression/Mental Health

- comprehend concepts related to health promotion and disease prevention to enhance mental health
- demonstrate the ability to use interpersonal communication skills to enhance mental health and to avoid or reduce health risks

## **3rd Grade Health and PE**

### G - Emotional Expression/Mental Health (continued)

- demonstrate the ability to use goal-setting skills to enhance mental health
- demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks

### H - Family Life

- analyze the influence of family, peers, culture, and media/technology on health behaviors
- recognize the importance of discussing health issues with one's family to advocate for personal, family, and community health

## I - Anatomy and Physiology

• comprehend anatomical concepts, related to health promotion and disease prevention, to enhance health

# Language Arts

#### **A - Reading Literary Text**

- refer to multiple details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- determine a theme in a story, drama, or poem, using details from the text; summarize a text, including the most important details
- describe characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g. character's thoughts, words, or actions)
- determine the meaning of words and phrases as they are used in a text, including those that refer to significant characters found in literature (e.g., well-known characters from mythology, fables, fairy tales)
- explain how significant differences between poems, dramas, and stories affect meaning, referring to specific structural elements
- compare and contrast the points of view from which different stories are narrated and explain the impact of the point of view on the story
- identify similarities and differences using textual evidence between a written story or drama and the visual or oral presentation of the same story or drama
- compare and contrast how themes, topics, and patterns of events in stories, myths, and traditional literature are developed by different authors and shaped by different cultures
- read and comprehend literature, including stories, dramas, and poems, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4

#### **B** - Reading Informational Text

- refer to multiple details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- determine the main idea/central message(s) of paragraphs, sections, and/or entire texts and explain how key details support the main idea/central message referring to the text; provide an objective summary of the text
- analyze events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation
- determine the meaning of academic and domain-specific words or phrases in a text relevant to a grade 4 topic/subject area
- describe and analyze how the overall structure of events, ideas, concepts, or information in a text contribute to its meaning

### 4th Grade Language Arts

#### **B - Reading Informational Text** (continued)

- analyze firsthand and secondhand accounts of the same event or topic and use evidence from the text to describe the similarities and differences in focus and the information provided
- analyze information presented visually, orally, or quantitatively (e.g., infographics, charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to and expands the overall understanding of the text
- explain and analyze how an author uses reasons and evidence to support particular points in a text
- analyze information from two texts on the same topic to write or speak about the subject knowledgeably, using inferences supported by textual evidence
- read and comprehend informational texts in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4

#### **C** - Reading Foundation

- know and apply grade-level phonics and word analysis skills in decoding words
- read with sufficient accuracy and fluency to support comprehension

#### **D** - Writing

- write opinion pieces on topics or texts, supporting a point of view with reasons and information
- write informative/explanatory texts to examine a topic and convey ideas and information clearly
- write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills, with some guidance and support from adults
- conduct short research projects that build knowledge through investigation of different aspects of a topic
- recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources

## 4th Grade Language Arts

## **D** - Writing (continued)

- draw evidence from literary or informational texts to support analysis, reflection, and research
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## **E** - Speaking and Listening

- engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly
- paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- identify the reasons and evidence a speaker provides to support particular points
- report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
- differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

### F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- use knowledge of language and its conventions when writing, speaking, reading, or listening
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and words and phrases basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)

# Language Arts Grade 4 Enrich

## **A - Reading Literary Text**

- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)
- explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about
- compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations

## **B** - Reading Informational Text

- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
- describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text
- compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
- read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range by the end of grade 4

# Mathematics

#### A - Operations and Algebraic Thinking

- explain that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity; interpret a multiplication equation as a comparison (e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5); represent verbal statements of multiplicative comparisons as multiplication equations
- solve multiplication and division word problems involving multiplicative comparison using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison
- solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding
- find all factor pairs for a whole number in the range 1 100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1 - 100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite
- generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Explain informally why the numbers will continue to alternate in this way (e.g., given the rule "ADD 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers)

#### **B** - Number and Operations in Base Ten

- explain that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right (e.g., recognize that 700 ÷ 70 = 10 by applying concepts of place value and division)
- read and write multi-digit whole numbers using base ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons</li>
- use place value understanding to round whole numbers to any place using tools such as a number line and/or charts
- · add and subtract multi-digit whole numbers fluently using the standard algorithm
- multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain multiplication calculations by using equations, rectangular arrays, and/or area models

#### **B - Number and Operations in Base Ten** (continued)

 find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models

#### **C - Number and Operations: Fractions**

- explain why two or more fractions are equivalent to a fraction (n x a/n x b) ex: 1/4 = (3 x 1)/(3 x 4) by using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size; use this principle to recognize and generate equivalent fractions
- compare two fractions with different numerators and different denominators (e.g., by using virtual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2); recognize that comparisons are valid only when the two fractions refer to the same whole; record the results of comparisons with symbols >, =, or <</li>
- recognize that a fraction a/b with a > 1 as a sum of unit fractions 1/b
- model and explain addition and subtraction of fractions as joining and separating parts referring to the same whole
- decompose a fraction, by using a visual fraction model, into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation and justify reasoning using visual fraction models (e.g., 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8; 8/8 = 7/8 + 1/8)
- add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction)
- solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem
- apply and extend previous understanding of multiplication to multiply a fraction by a whole number (e.g., by using a visual such as a number line or area model)
- recognize a fraction a/b as a multiple of 1/b (e.g., use a visual fraction model to represent 5/4 as the product 5 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4))
- understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number (e.g., use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5; (In general, n x (a/b) = (n x a)/b))

#### **C - Number and Operations: Fractions** (continued)

- solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. (e.g., if each person at a party will eat 3/8 of a pound of roast beef and there will be five people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?)
- express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100 (e.g., express 3/10 as 30/100 and add 3/10 + 4/100 = 34/100)
- use decimal notation for fractions with denominators 10 or 100 (e.g., rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram)
- compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions (e.g., by using a visual model)

#### **D** - Measurement and Data

- know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Understand the relationship between gallons, cups, quarts, and pints. Express larger units in terms of smaller units within the same measurement system. Record measurement equivalents in a two column table
- use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale
- apply the area and perimeter formulas for rectangles in real-world and mathematical problems (e.g., find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor)
- make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) Solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection)

#### **E** - Geometry

 recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement

#### **E - Geometry** (continued)

- recognize that an angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle; an angle that turns through 1/360 of a circle is called a "one-degree angle", and can be used to measure angles
- recognize that an angle that turns through "n" one-degree angles is said to have an angle measure of "n" degrees
- measure and draw angles using tools such as a protractor or angle ruler
- recognize angle measure as additive. When an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems (e.g., by using an equation with a symbol or letter for the unknown angle measure)
- recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying the technique to solve real-world problems
- draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines and identify these in two-dimensional figures
- classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles
- recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry

# **Mathematics Grade 4 Enrich**

#### A - Operations and Algebraic Thinking

- solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted; represent these problems using equations with a symbol or letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies, including rounding
- find all factor pairs for a whole number in the range 1-100; recognize that a whole number is a multiple of each of its factors; determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number; determine whether a given whole number in the range 1-100 is prime or composite

#### **B - Number and Operations: Fractions**

- compare two fractions with different numerators and different denominators (e.g., by using visual fraction models, by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2); recognize that comparisons are valid only when the two fractions refer to the same whole; record the results of comparisons with symbols >, =, or <, and justify the conclusions</li>
- add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction and/or by using properties of operations and the relationship between addition and subtraction)
- solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators by using visual fraction models and equations to represent the problem
- understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number (e.g., use a visual fraction model to express 3 x (2/5) as 6 x (1/5), recognizing this product as 6/5 (In general, n x (a/b) = (n x a)/b)
- solve word problems involving multiplication of a fraction by a whole number (e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?)

#### **C** - Measurement and Data

 know relative sizes of measurement units within one system of units, including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec; understand the relationship between gallons, cups, quarts and pints; express larger units in terms of smaller units within the same measurement system; record measurement equivalents in a two column table

#### **C - Measurement and Data** (continued)

- use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit; represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale
- recognize area as additive; find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying the technique to solve real world problems
- make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8); solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots (e.g., from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection)

#### **D** - Geometry

 classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size; recognize right triangles as a category, and identify right triangles

#### 4th Grade Science

# Science

#### **A - Physical Science**

- obtain, evaluate, and communicate information about the nature of light and how light interacts with objects
- obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces
- obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate

### **B** - Life Science

• obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem

### **C** - Earth Science

- obtain, evaluate, and communicate information to demonstrate the water cycle
- obtain, evaluate, and communicate information using weather charts/maps and collect weather data to predict weather events and infer weather patterns
- obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets
- obtain, evaluate, and communicate information to model the effects of the position and motion of Earth and the moon in relation to the sun as observed from Earth

# Science Grade 4 Enrich

## A - Content

- communicate a scenario to demonstrate the effect of a change on an ecosystem
- develop a model using data illustrating and describing changes to the flow of energy in an ecosystem when plants or animals become scarce, extinct, or over-abundant
- plan and carry out an investigation on the effects of balanced and unbalanced forces on an object and communicate the results
- plan and carry out investigations to observe the flow of energy in water as it changes states from solid (i.e., ice) to liquid (i.e., water) to gas (i.e., water vapor) and changes from gas to liquid to solid
- interpret data from weather maps to identify fronts (i.e., warm, cold, and stationary), temperature, and precipitation to make an informed prediction about tomorrow's weather
- construct a model of how Earth's tilt and consistent orbit affects seasonal changes
- evaluate strengths and limitations of models of our solar system in describing relative size, order, appearance and composition of planets and the sun
- plan and carry out investigations to observe and record how light interacts with various materials to classify them as opaque, transparent, or translucent
- plan and carry out an investigation utilizing everyday materials to explore examples of when light is refracted
- plan and carry out an investigation utilizing everyday objects to produce sound and predict the effects of changing the strength or speed of vibrations
- design, construct, and explain how a device can communicate across a distance using light and/or sound

# STEM Exploratory/Grade 4

#### A - Technology, Programming, and Robotics

- create algorithms, or series of ordered steps, to solve problems
- decompose a problem, into smaller, more manageable parts
- collect, analyze, and represent data effectively
- demonstrate an understanding of how information is represented, stored, and processed by a computer
- demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge)
- · use hands-on learning and the physical environment to explore computing concepts
- write programs using block-based programming languages
- locate and debug errors in a program
- read a program and translate it into English; explain how a particular program functions
- modify and create animations, and present work to teammates
- design, code, test, and execute a program that corresponds to a set of specifications
- implement problem solutions using a programming language, including sequence, iteration (i.e., simple and nested loops), and conditional statements

#### **B** - Science

- obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem
- obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces
- obtain, evaluate, and communicate information to model the effects of the position and motion of Earth and the moon in relation to the sun as observed from Earth
- obtain, evaluate, and communicate information about the nature of light and how light interacts with objects

### 4th Grade Science

#### C - Math

- read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form; compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons</li>
- solve multiplication and division word problems involving multiplicative comparison using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison
- solve multi-step word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted; represent these problems using equations with a symbol or letter standing for the unknown quantity; assess the reasonableness of answers using mental computation and estimation strategies, including rounding
- generate a number or shape pattern that follows a given rule; identify apparent features of the pattern that were not explicit in the rule itself; explain informally why the numbers will continue to alternate in this way (e.g., given the rule "ADD 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers)
- recognize angles as geometric shapes that are formed wherever two rays share a common endpoint and understand concepts of angle measurement
- classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size; recognize right triangles as a category, and identify right triangles
- recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts; identify linesymmetric figures and draw lines of symmetry

# **Social Studies**

### A - Map and Globe Skills

- use cardinal directions
- use intermediate directions
- use a letter/number grid system to determine location
- compare and contrast the categories of natural, cultural, and political features found on maps
- use inch-to-inch map scale to determine distance on a map
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- use a map to explain impact of geography on historical and current events
- draw conclusions and make generalizations based on information from maps
- use latitude and longitude to determine location
- use graphic scales to determine distances on a map
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about activities
- compare maps with data sets (e.g., charts, tables, graphs) and/or readings to draw conclusions and make generalizations

### **B** - Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines

## 4th Grade Social Studies

## **B - Information Processing Skills** (continued)

- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations
- analyze graphs and diagrams
- translate dates into centuries, eras, or ages
- formulate appropriate research questions
- determine adequacy and/or relevancy of information
- check for consistency of information
- interpret political cartoons

#### **C** - American Revolution

- explain the causes, major events, and results of the American Revolution
- describe how physical systems affect human systems
- locate important physical and man-made features related to the American Revolution on a map
- use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate their impact on historical events

### **D** - A New Nation

- analyze the challenges faced by the framers of the U.S. Constitution
- locate important physical and man-made features related to the new nation on a map
- describe the structure of government and the Bill of Rights
- describe the meaning of the founding documents and principles of the new nation
- explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution

## 4th Grade Social Studies

#### **E** - Westward Expansion

- explain westward expansion in America
- locate important physical and man-made features related to westward expansion on a map
- use basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate their impact on westward expansion in the United States

#### **F** - Reform Movements

• examine the main ideas of the abolitionist and suffrage movements

### G - The Civil War

- explain the causes, major events, and consequences of the Civil War
- locate important physical and man-made features related to the Civil War on a map

#### **H** - Reconstruction

• analyze the effects of Reconstruction on American life

#### I - Personal Finance

• identify the elements of a personal budget (i.e., income, expenditures, and saving) and explain why personal spending and saving decisions are important

# **ESOL**

### **A - Reading Foundations**

- recognize, identify, order, and distinguish among topics, themes, storylines, ideas, events, and facts in fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper- and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds of the five major vowels, with visual support, modeling, and scaffolding appropriate to the proficiency level
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and nonfiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles in unfamiliar fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- compare and contrast two related texts, with visual support, modeling, and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with scaffolding appropriate to the proficiency level

### **B** - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

## 4th Grade ESOL

## **B - Vocabulary Development** (continued)

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, interests, pets, hobbies, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl), with visual support, modeling, and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings, with visual support, modeling, and scaffolding appropriate to the proficiency level

## C - Social and Instructional Language

- participate in simple collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- use and understand vocabulary appropriate to content area or genre with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts and relevant descriptive details, with increasing attention to audience and purpose with visual support, modeling, and scaffolding to the proficiency level

### **D** - Writing

- write simple texts that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing projects with visual support, modeling, and scaffolding to the proficiency level

### **E** - Grammar and Conventions

 use conventions of standard English grammar and usage when writing or speaking with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level

## 4th Grade ESOL

#### **E - Grammar and Conventions** (continued)

• use and apply English syntax with increasing accuracy to create phrases and sentences based on level of English

### F - United States Culture and Values

- interact appropriately in common social and instructional situations with modeling, and scaffolding appropriate to the proficiency level
- locate and label the local community, nearest city, county, state, country, and continent on a map or globe with visual support, modeling, and scaffolding appropriate to the proficiency level
- identify the name and value of United States currency, with visual support, modeling, and scaffolding appropriate to the proficiency level
- compare American culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level
- recognize, identify, explore, and describe significant people from United States culture and begin to understand differences in historical times with visual support, modeling, and scaffolding appropriate to the proficiency level

# **Beginning Band**

#### A - Creating

• improvise, compose, and arrange music within specified guidelines

#### **B** - Performing

- sing alone or with others
- perform on instruments through a varied repertoire of music, alone and with others
- read and identify elements of notated music

#### **C** - Responding

- listen to, analyze, and describe music
- respond to music and music performances of themselves and others

#### **D** - Connecting

• understand relationships between music, other arts, other disciplines, varied contexts, and daily life

### 4th Grade Fine Arts

# Dance 4

#### A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

### **B** - Performing

- identify and demonstrate movement elements, skills, and technique in ballet and jazz terminology
- understand and model dance etiquette as a classroom participant, performer, and observer
- recognize the relationship between human anatomy and movement
- understand and apply music concepts to dance

#### **C** - Responding

• demonstrate critical and creative thinking in dance

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance and wellness
- integrate dance into other areas of knowledge

# **General Music 4**

#### A - Creating

- improvise melodies, rhythms, variations, and accompaniments
- compose and arrange music within specified guidelines

#### **B** - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

### **C** - Responding

- listen to, analyze, and describe music
- evaluate music and music performances
- move and respond to a varied repertoire of music, alone and with others

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture
## 4th Grade Fine Arts

# Media Art Grade 4

## A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

### **B** - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

### **C** - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

# **Theatre Arts**

### A - Creating

- organize, design, and refine theatrical work
- develop scripts through theatrical techniques

### **B** - Performing

- · act by communicating and sustaining roles in formal and informal environments
- execute artistic and technical elements of theatre

### **C** - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context

# **Visual Arts**

# A - Creating

- engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- create works of art based on selected themes
- understand and apply media, techniques, processes, and concepts of twodimensional art
- understand and apply media, techniques, processes, and concepts of threedimensional art
- demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes

### **B** - Presenting

• plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist

### **C** - Responding

• use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy

- investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art
- integrate information from other disciplines (e.g. math, science, ela, social studies) to enhance the understanding and production of works of art
- develop life skills (e.g., collaboration, creativity, critical thinking, communication) through the study and production of art

# Modern Languages Level A

### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

### **B** - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

### C - Culture

- name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

## 4th Grade Foreign Language

### **C** - **Culture** (continued)

• explore significant people from the target language cultures

## **D** - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture(s) with the students' culture
- explore where students can encounter the target language beyond the classroom setting

# Modern Languages Level B

### **A - Basic Communication**

- comprehend and respond appropriately to greetings, farewells, and basic social situations
- respond to classroom instruction and directions
- express feelings and emotions
- express likes and dislikes
- count, identify, and manipulate numbers
- integrate alphabet into a variety of activities
- recognize, name, and sequence days of the week and months of the year
- use basic weather vocabulary and organize the months of the year by season
- identify and describe immediate and extended family members
- identify and use phrases to describe clothing
- recognize time by hour, half-hour, quarter-hour, and digital format
- identify selected parts of the body
- identify and describe classroom objects and their uses
- identify rooms of a house and basic furniture
- identify, classify, and describe various food and beverages
- identify household pets and domestic, farm, and zoo animals
- identify means of transportation
- identify selected professions and places in the community

### **B** - Culture

• locate and name target language countries on a map or globe

# 4th Grade Foreign Language

## **B** - Culture (continued)

- identify holidays and traditional celebrations of the target language cultures
- explore similarities and differences among a variety of cultures
- explore national symbols and features of target language countries
- identify significant people from the target language cultures

# C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas
- identify and compare basic language features
- identify comparisons of the target culture(s) with the students' culture
- identify where students can encounter the target language beyond the classroom setting

# Modern Languages Level C

### **A - Basic Communication**

- use common courtesy expressions in a variety of social situations
- respond to classroom instruction and directions
- describe a variety of emotions and feelings
- describe likes and dislikes
- perform simple math operations
- manipulate common sequences such as alphabet, calendar, and seasons
- classify and describe vocabulary related to food, clothing, weather, family, animals, home, transportation, and sports
- recognize and use time by hour, half-hour, quarter-hour, and digital format
- read and comprehend short narratives and passages
- construct simple sentences and short narratives

### **B** - Culture

- locate and name target language countries on a map or globe
- name and describe holidays and traditional celebrations of the target language cultures
- compare and contrast similarities and differences among a variety of cultures
- describe national symbols and features of target language countries
- identify and research an area of interest pertaining to the target language and/or culture

### C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas
- identify and compare basic language features
- identify comparisons of the target culture(s) with the students' culture

# 4th Grade Foreign Language

# C - Connections, Comparisons, and Communities (continued)

• identify where students can encounter the target language beyond the classroom setting

# Portuguese / Grade 4

### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

### **B** - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

### C - Culture

- locate and name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

## 4th Grade Foreign Language

### **C** - **Culture** (continued)

• explore significant people from the target language cultures

## **D** - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target cultures with the students' culture
- explore where students can encounter the target language beyond the classroom setting

# Health

# A - First Aid

- comprehend concepts, related to health promotion and first aid, to enhance health
- demonstrate the ability to practice first aid procedures for an emergency with bleeding

# **B** - Safety

 demonstrate the ability to use decision-making skills to enhance personal safety and to prevent unintentional injuries

### **C** - Personal Care

 demonstrate the ability to use decision-making skills related to personal care to enhance health

# **D** - Disease Prevention

 comprehend concepts, related to health promotion and disease prevention, to enhance health

# E - Tobacco, Alcohol, and Other Drugs

- comprehend concepts, related to tobacco, alcohol and drug use, to enhance health
- analyze the influence of media/technology and other factors on the use of tobacco, alcohol, and other drugs on the body

### F - Nutrition

- comprehend concepts, related to nutritional health promotion, to enhance health
- demonstrate the ability to use nutritional goal-setting skills to enhance short- and long-term effects of diet and physical activity on health
- demonstrate the ability to advocate for personal, family, and community health

# G - Emotional Expression/Mental Health

- analyze the influence of family, peers, culture, and media/technology on health behaviors
- demonstrate the ability to use interpersonal communication skills to enhance health
- · demonstrate the ability to use decision-making skills to enhance health
- demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce conflict

## 4th Grade Health and PE

## H - Family Life

- comprehend anatomical concepts, related to health promotion and disease prevention, to enhance health
- demonstrate the ability to access valid information and products and services, related to maturity, to enhance health

### I - Anatomy and Physiology

• comprehend concepts, related to health promotion and disease prevention, to enhance health

# Language Arts

### A - Reading Literary Text

- quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- determine themes of stories, dramas, or poems by referring to details in texts, including how characters respond to challenges or how narrators reflect upon topics; summarize texts, including the most important details
- compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details and inferences from the text (e.g., how characters interact and change)
- determine the meaning of words and phrases, including figurative and connotative language; describe the impact of the word choice on meaning and tone
- explain how a series of chapters, scenes, or stanzas fit into the overall structure of a
  particular story, drama, or poem and describe the effect of structure on meanings of
  texts
- describe how a narrator's or speaker's point of view and perspective influence how detailed events are described
- explain how visual and multimedia elements contribute to meaning, tone, or beauty of texts (e.g., graphic novels, multimedia presentations or fiction, folktales, myths, poems)
- compare and contrast stories in the same genre (e.g., mysteries, adventure stories) on their approaches to similar themes and topics
- read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5

### **B** - Reading Informational Text

- quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text
- determine the relationship between two or more main ideas/central messages of a text and explain how they are supported by key details, referring to the text; provide an objective summary of the text
- analyze the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text using evidence from the text to support analysis
- determine the meaning of academic and domain-specific words and phrases in a text relevant to a grade 5 topic/subject area

### **5th Grade Language Arts**

## **B - Reading Informational Text** (continued)

- compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts and describe how that structure contributes to the overall meaning of the texts
- analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and use evidence from the texts as support
- draw on evidence from information in different media formats to make inferences, answer questions quickly, or solve a problem efficiently
- explain how an author uses reasons and evidence to support particular points in a text and analyze the strength of the reasons and evidence the author uses to support particular points in a text
- integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- read and comprehend informational texts at the high end of the grades 4-5 text complexity band independently and proficiently by the end of grade 5

# **C** - Reading Foundation

- know and apply grade-level phonics and word analysis skills in decoding words
- read with sufficient accuracy and fluency to support comprehension

### **D** - Writing

- write opinion pieces on topics or texts, supporting a point of view with reasons and information
- write informative/explanatory texts to examine a topic and convey ideas and information clearly
- write narratives to develop real or imagined experiences or events, using effective technique, descriptive details, and clear event sequences
- produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults
- use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills, with some guidance and support from adults
- conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
- recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources

# **5th Grade Language Arts**

# **D** - Writing (continued)

- draw evidence from literary or informational texts to support analysis, reflection, and research
- write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

# **E - Speaking and Listening**

- engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and text, building on others' ideas and expressing their own clearly
- summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally
- summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
- report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes
- adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

### F - Language

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- use knowledge of language and its conventions when writing, speaking, reading, or listening
- determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, vocabulary, including that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)

# **Mathematics**

### A - Operations and Algebraic Thinking

- use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols
- write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them (e.g., express the calculation "add 8 and 7, then multiply by 2" as 2 x (8 + 7)) and recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product)
- generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form, and graph ordered pairs on a coordinate plane

### **B** - Number and Operations in Base Ten

- recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left
- explain patterns in the number of zeros of the product when multiplying a number by powers of 10 and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10; use whole-number exponents to denote powers of 10
- read, write, order, and compare place value of decimals to thousandths using base ten numerals, number names, and expanded form (e.g., 347.392 = 3 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (1/1000))
- compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons</li>
- use place value understanding to round decimals to any place
- multiply multi-digit whole numbers fluently using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by a 2 digit factor
- find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations or concrete models (e.g., rectangular arrays and/or area models)

#### **B - Number and Operations in Base Ten** (continued)

 add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used

### **C - Number and Operations: Fractions**

- add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators
- solve word problems involving addition and subtraction of fractions including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem); use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g., recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2)</li>
- interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem (e.g. 3/5 can be interpreted as 3 divided by 5 and as 3 shared by 5)
- apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction
- apply and use the understanding of multiplication to multiply a fraction or whole number by a fraction. Examples: (a/b) x q as (a/b) x (q/1) and (a/b) x (c/d) = ac/bd
- find the area of a rectangle with fractional side lengths by tiling it with unit squares
  of the appropriate unit fraction side lengths, and show that the area is the same as
  would be found by multiplying the side lengths
- relate the principle of fraction equivalence, a/b = (n x a)/(n x b), to the effect of multiplying a/b by 1
- interpret multiplication as scaling by comparing the size of the product to the sizes
  of the factors without multiplying
- explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and why multiplying a given number by a fraction less than 1 results in a product smaller than the given number
- solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem
- interpret division of a unit fraction by a non-zero whole number and compute such quotients (e.g., create a story context for  $(1/3) \div 4$  and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that  $(1/3) \div 4 = 1/12$  because  $(1/12) \times 4 = 1/3$ )

### **C - Number and Operations: Fractions** (continued)

- apply and extend previous understanding of division to interpret the quotient of a whole number by a unit fraction and compute such quotients (e.g., create a story context for 4 ÷ (1/5) and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 x (1/5) = 4)
- solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem, (e.g., how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3cup servings are in 2 cups of raisins?)

### **D** - Measurement and Data

- convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric), and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m)
- make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8) and solve problems using the line plot data (e.g., given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally)
- use words, pictures, or numbers to show a cubic unit is represented by a cube in which each edge has a length of one unit
- apply concepts of volume measurement to explain volume as an attribute of solid figures packed without gaps or overlaps using "n" unit cubes
- measure volume as cubic centimeters, cubic meters, cubic inches, cubic feet and improvised units
- relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume
- find the volume of a right rectangular prism with whole-number side lengths by
  packing it with unit cubes and show that the volume is the same as would be found
  by multiplying the edge lengths, equivalently by multiplying the height by the area
  of the base and represent threefold number products as volumes; associative
  property
- estimate, derive and apply the formula(V= I x w x h and V= b x h) for the volume of a cube and a right rectangular prism using manipulatives and relate volume to the operations of multiplication and addition to solve real-world and mathematical problems
- recognize and calculate volume as additive when volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems

### **E** - Geometry

- create, label, and use a coordinate grid system
- represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation
- demonstrate that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (e.g., all rectangles have four right angles and squares are rectangles so all squares have four right angles)
- classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals)

# **Mathematics Grade 5 Enrich**

#### A - Number and Operations in Base Ten

- find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division; illustrate and explain the calculation by using equations or concrete models (e.g., rectangular arrays and/or area models)
- add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used

#### **B - Number and Operations: Fractions**

- solve word problems involving addition and subtraction of fractions including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem); use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g., recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2)</li>
- solve real world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent the problem
- find the area of a rectangle with fractional side lengths by tiling it with unit squares
  of the appropriate unit fraction side lengths, and show that the area is the same as
  would be found by multiplying the side lengths
- solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions e.g., by using visual fraction models and equations to represent the problem, (e.g., how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3cup servings are in 2 cups of raisins?)

#### **C** - Measurement and Data

- estimate, derive and apply the formula(V= I x w x h and V= b x h) for the volume of a cube and a right rectangular prism using manipulatives and relate volume to the operations of multiplication and addition to solve real world and mathematical problems
- recognize and calculate volume as additive when volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the nonoverlapping parts, applying this technique to solve real world problems

### **D** - Geometry

- demonstrate that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category (e.g., all rectangles have four right angles and squares are rectangles so all squares have four right angles)
- classify two-dimensional figures in a hierarchy based on properties (polygons, triangles, and quadrilaterals)
- represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation

# Science

### A - Earth Science

• obtain, evaluate, and communicate information to identify surface features on Earth caused by constructive and/or destructive processes

### **B** - Physical Science

- obtain, evaluate, and communicate information to investigate electricity
- obtain, evaluate, and communicate information about magnetism and its relationship to electricity
- obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change

### C - Life Science

- obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms
- obtain, evaluate, and communicate information to group organisms using scientific classification procedures
- obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells
- obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired

# Science Grade 5 Enrich

### A - Content

- construct a model to explain the function of plant and animal organelles (i.e., cell membrane, cell wall, cytoplasm, nucleus, and chloroplasts)
- develop a model that illustrates how animals are sorted into groups (i.e., vertebrate and invertebrate) and how vertebrates are further sorted into groups (i.e., fish, amphibians, reptile, bird, and mammal) using data from multiple sources
- develop a model that illustrates how plants are sorted into groups (i.e., vascular and nonvascular) and how vascular plants are further sorted into groups (i.e., seed producers and non-seed producers) using data from multiple sources
- construct an explanation to compare and contrast inherited and acquired physical traits
- plan and carry out investigations by manipulating, separating, and mixing dry and liquid materials and communicate collected data to demonstrate physical changes
- plan and carry out an investigation to determine if a chemical change occurred based on observable evidence (i.e., color, gas, temperature change, odor, and/or new substances produced)
- construct an argument supported by scientific evidence to identify surface features (e.g., deltas, sea arches, sand dunes, mountains, canyons, and volcanoes) as being caused by constructive and/or destructive processes (e.g., plate movement, deposition, weathering, erosion, impact of organisms)
- develop simple, interactive models to collect data that illustrate how changes in surface features are/were caused by constructive and/or destructive processes
- design a complete, simple electric circuit, and explain all necessary components
- plan and carry out an investigation to test common materials to determine if they are insulators or conductors of electricity
- plan and carry out an investigation to observe the interaction between a magnet and a magnetic object on opposite sides of various materials such as wood, paper, glass, metal, and rocks

# STEM Exploratory/Grade 5

### A - Technology, Programming, and Robotics

- create algorithms, or series of ordered steps, to solve problems
- decompose a problem, into smaller, more manageable parts
- collect, analyze, and represent data effectively
- demonstrate an understanding of how information is represented, stored, and processed by a computer
- optimize an algorithm for execution by a computer
- demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence brainstorming, adaptability, patience, propensity to tinker, creativity, accepting challenge)
- use hands-on learning and the physical environment to explore computing concepts
- write programs using block-based programming languages
- locate and debug errors in a program
- read a program and translate it into English; explain how a particular program functions
- modify and create animations, and present work to teammates
- design, code, test, and execute a program that corresponds to a set of specifications
- implement problem solutions using a programming language, including sequence, iteration (i.e., simple and nested loops), and conditional statements

### **B** - Science

- obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells
- obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change
- obtain, evaluate, and communicate information to identify surface features on Earth caused by constructive and/or destructive processes

### C - Math

 compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons</li>

### **5th Grade Science**

### **C** - Math (continued)

- recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left
- make a line plot to display a data set of measurements in fractions of a unit (e.g., 1/2, 1/4, 1/8) and solve problems using the line plot data (e.g., given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally)
- solve word problems involving addition and subtraction of fractions including cases of unlike denominators (e.g., by using visual fraction models or equations to represent the problem); use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers (e.g., recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2)</li>

# **Social Studies**

### A - Map and Globe Skills

- use cardinal directions
- use intermediate directions
- use a letter/number grid system to determine location
- compare and contrast the categories of natural, cultural, and political features found on maps
- use inch-to-inch map scale to determine distance on a map
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- use a map to explain impact of geography on historical and current events
- draw conclusions and make generalizations based on information from maps
- use latitude and longitude to determine location
- use graphic scales to determine distances on a map
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about activities
- compare maps with data sets (e.g., charts, tables, graphs) and/or readings to draw conclusions and make generalizations

### **B** - Information Processing Skills

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines

## **5th Grade Social Studies**

## **B - Information Processing Skills** (continued)

- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations
- analyze graphs and diagrams
- translate dates into centuries, eras, or ages
- formulate appropriate research questions
- determine adequacy and/or relevancy of information
- check for consistency of information
- interpret political cartoons

### **C** - Turn of the Century

- describe how life changed in America at the turn of the century
- locate important places in U.S History since the turn of the century on a map
- explain the reasons for the spatial patterns of economic activities
- explain how a citizen's rights are protected under the U.S. Constitution
- explain the process by which amendments to the U.S. Constitution are made
- explain how amendments to the U. S. Constitution have maintained a representative democracy/republic as the form of government for the United States

### D - World War I

• describe U.S. involvement in World War I and discuss post-World War I America

### **E** - The Great Depression

 explain how the Great Depression and New Deal affected the lives of millions of Americans

### F - World War II

• explain America's involvement in World War II

# **5th Grade Social Studies**

### G - The Cold War

- discuss the origins and consequences of the Cold War
- describe the importance of key people, events, and developments between 1950 and 1975

### H - America Since 1975

• trace important developments in America from 1975 to 2001

### I - Economics and Personal Finance

- use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events
- describe the functions of the four major sectors in the U.S. economy
- describe how consumers and producers interact in the U.S. economy
- identify the elements of a personal budget (i.e., income, expenditures, and saving) and explain why personal spending and saving decisions are important

# **ESOL**

### **A - Reading Foundations**

- recognize, identify, order, and distinguish among topics, themes, storylines, ideas, events, and facts in fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- demonstrate understanding of the organization and basic features of print in both fiction and non-fiction texts with visual support and scaffolding appropriate to the proficiency level
- describe the relationship between illustrations and the story (how illustrations support the text) in fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- name and match all upper- and lowercase letters of the alphabet out of sequence and demonstrate basic knowledge of one-to-one letter-sound correspondences for each consonant and long and short sounds of the five major vowels, with visual support, modeling, and scaffolding appropriate to the proficiency level
- demonstrate understanding of spoken words, syllables, and sounds (phonemes), with scaffolding appropriate to the proficiency level
- know and apply phonics and word analysis skills in decoding words, with modeling and scaffolding appropriate to the proficiency level
- recognize and produce rhyming words in context using familiar word families, with scaffolding appropriate to the proficiency level
- read common high frequency words and phrases in context in both fiction and nonfiction texts, with visual support and scaffolding appropriate to the proficiency level
- make predictions from pictures and titles in unfamiliar fiction and non-fiction texts, with modeling and scaffolding appropriate to the proficiency level
- compare and contrast two related texts, with visual support, modeling, and scaffolding appropriate to the proficiency level
- read texts with increasing accuracy and fluency to support comprehension, with scaffolding appropriate to the proficiency level

### **B** - Vocabulary Development

- recognize, identify, classify, and use vocabulary related to numbers, colors, shapes, size, weather, calendar, and time, with visual support and scaffolding appropriate to the proficiency level
- ask and answer questions about unknown words in fiction and non-fiction texts, with visual support, modeling, and scaffolding appropriate to the proficiency level

## **5th Grade ESOL**

### **B - Vocabulary Development** (continued)

- recognize, identify, understand, and use vocabulary related to social and instructional situations (e.g., self, family, school, rooms and areas within school and associated activities, home, rooms in the home and associated activities, food and nutrition, interests, pets, hobbies, and talents) in spoken interaction and written texts, with visual support and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl), with visual support, modeling, and scaffolding appropriate to the proficiency level
- begin to distinguish shades of meaning among adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings, with visual support, modeling, and scaffolding appropriate to the proficiency level

### C - Social and Instructional Language

- participate in simple collaborative conversations with diverse partners about appropriate, culturally relevant topics, with visual support, modeling, and scaffolding to the proficiency level
- use and understand vocabulary appropriate to content area or genre with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level
- ask and answer questions to seek help, get information, or clarify something, with visual support, modeling, and scaffolding appropriate for the proficiency level
- explain relationships and express cause and effect with visual support, modeling, and scaffolding to the proficiency level
- describe people, places, things, and events with relevant details with visual support, modeling, and scaffolding to the proficiency level
- tell a story or recount an experience with appropriate facts and relevant descriptive details, with increasing attention to audience and purpose with visual support, modeling, and scaffolding to the proficiency level

### D - Writing

- write simple texts that provide information, describe feelings or personal reactions, recount events or information, describe observations, tell a story, or share an opinion with visual support, modeling, and scaffolding appropriate to the proficiency level
- participate in shared writing projects with visual support, modeling, and scaffolding to the proficiency level

### **E** - Grammar and Conventions

 use conventions of standard English grammar and usage when writing or speaking with increasing accuracy with visual support, modeling, and scaffolding appropriate to the proficiency level

# **5th Grade ESOL**

### **E - Grammar and Conventions** (continued)

• use and apply English syntax with increasing accuracy to create phrases and sentences based on level of English

### F - United States Culture and Values

- interact appropriately in common social and instructional situations with modeling, and scaffolding appropriate to the proficiency level
- locate and label the local community, nearest city, county, state, country, and continent on a map or globe with visual support, modeling, and scaffolding appropriate to the proficiency level
- identify the name and value of United States currency, with visual support, modeling, and scaffolding appropriate to the proficiency level
- compare United States culture with students' culture, with visual support, modeling, and scaffolding to the proficiency level
- recognize, identify, explore, and describe significant people from United States culture and begin to understand differences in historical times with visual support, modeling, and scaffolding appropriate to the proficiency level

## **5th Grade Fine Arts**

# Dance 5

## A - Creating

- demonstrate an understanding of the choreographic process
- demonstrate an understanding of dance as a form of communication

### **B** - Performing

- identify and demonstrate movement elements, technique, and terminology in ballet and jazz
- understand and model dance etiquette as a classroom participant, performer, and observer
- identify the relationship between human anatomy and movement
- understand and apply music concepts to dance

### **C** - Responding

• demonstrate critical and creative thinking in dance

- understand and demonstrate dance throughout history and in various cultures
- recognize connections between dance and wellness
- integrate dance into other areas of knowledge

# **General Music 5**

### A - Creating

- improvise melodies, rhythms, variations, and accompaniments
- compose and arrange music within specified guidelines

### **B** - Performing

- sing a varied repertoire of music, alone and with others
- perform a varied repertoire of music on instruments, alone and with others
- read and notate music

### **C** - Responding

- listen to, analyze, and describe music
- evaluate music and music performances
- move and respond to a varied repertoire of music, alone and with others

- connect music to the other fine arts and disciplines outside the arts
- connect music to history and culture

# Media Art Grade 5

# A - Creating

- generate and conceptualize artistic ideas and work
- organize and develop artistic ideas and work
- refine and complete artistic work

# **B** - Presenting/Producing

- select, analyze, and interpret artistic work for presentation
- develop and refine artistic techniques and work for presentation
- convey meaning through the presentation of artistic work

# **C** - Responding

- perceive and analyze artistic work
- interpret intent and meaning in artistic work
- apply criteria to evaluate artistic work

- relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
- synthesize and relate knowledge and personal experiences to make art

# **Theatre Arts**

### A - Creating

- organize, design, and refine theatrical work
- develop scripts through theatrical techniques

### **B** - Performing

- · act by communicating and sustaining roles in formal and informal environments
- execute artistic and technical elements of theatre

### **C** - Responding

- engage actively and appropriately as an audience member
- critique various aspects of theatre and other media

- explore how theatre connects to life experience, careers, and other content
- examine the role of theatre in a societal, cultural, and historical context
# **Visual Arts**

# A - Creating

- engage in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning
- create works of art based on selected themes
- understand and apply media, techniques, processes, and concepts of twodimensional art
- understand and apply media, techniques, processes, and concepts of threedimensional works of art
- demonstrate an understanding of the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes

# **B** - Presenting

- plan and participate in appropriate exhibition(s) of works of art to develop identity of self as artist
- develop and maintain an individual portfolio of works of art

# **C** - Responding

• use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy

# **D** - Connecting

- investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art
- integrate information from other disciplines to enhance the understanding and production of works of art
- develop life skills (e.g., collaboration, creativity, critical thinking, communication) through the study and production of art

# Modern Languages Level A

### A - Basic Oral and Listening Communication

- use common greetings and expressions
- respond to classroom instruction and directions
- explore feelings and emotions
- explore likes and dislikes

### **B** - Vocabulary Development

- recognize and use the alphabet
- recognize and count numerals
- recognize and name selected colors
- recognize and name selected shapes
- recognize and name days of the week and months of the year
- recognize and name seasons and basic weather vocabulary
- recognize and name classroom objects
- recognize and name immediate family members
- recognize and name selected articles of clothing
- recognize and name selected parts of the body
- recognize and name rooms in the house
- recognize and name selected foods and beverages
- recognize and name selected animals

#### C - Culture

- name countries where the target language is spoken
- explore holidays and traditional celebrations of the target language cultures

## **C** - **Culture** (continued)

• explore significant people from the target language cultures

# **D** - Connections, Comparisons, and Communities

- explore connections to student learning in other subject areas
- explore and compare basic language features
- explore comparisons of the target culture(s) with the students' culture
- explore where students can encounter the target language beyond the classroom setting

# Modern Languages Level B

### **A - Basic Communication**

- comprehend and respond appropriately to greetings, farewells, and basic social situations
- respond to classroom instruction and directions
- express feelings and emotions
- express likes and dislikes
- count, identify, and manipulate numbers
- integrate alphabet into a variety of activities
- recognize, name, and sequence days of the week and months of the year
- use basic weather vocabulary and organize the months of the year by season
- · identify and describe immediate and extended family members
- identify and use phrases to describe clothing
- recognize time by hour, half-hour, quarter-hour, and digital format
- identify selected parts of the body
- identify and describe classroom objects and their uses
- identify rooms of a house and basic furniture
- identify, classify, and describe various food and beverages
- identify household pets and domestic, farm, and zoo animals
- identify means of transportation
- identify selected professions and places in the community

### **B** - Culture

• locate and name target language countries on a map or globe

## **B** - Culture (continued)

- identify holidays and traditional celebrations of the target language cultures
- explore similarities and differences among a variety of cultures
- explore national symbols and features of target language countries
- identify significant people from the target language cultures

# C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas
- identify and compare basic language features
- identify comparisons of the target culture(s) with the students' culture
- identify where students can encounter the target language beyond the classroom setting

# Modern Languages Level C

### **A - Basic Communication**

- use common courtesy expressions in a variety of social situations
- respond to classroom instruction and directions
- describe a variety of emotions and feelings
- describe likes and dislikes
- perform simple math operations
- manipulate common sequences such as alphabet, calendar, and seasons
- classify and describe vocabulary related to food, clothing, weather, family, animals, home, transportation, and sports
- recognize and use time by hour, half-hour, quarter-hour and digital format
- read and comprehend short narratives and passages
- construct simple sentences and short narratives

### **B** - Culture

- locate and name target language countries on a map or globe
- name and describe holidays and traditional celebrations of the target language cultures
- compare and contrast similarities and differences among a variety of cultures
- describe national symbols and features of target language countries
- identify and research an area of interest pertaining to the target language and/or culture

### C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas
- identify and compare basic language features
- identify comparisons of the target culture(s) with the students' culture

# C - Connections, Comparisons, and Communities (continued)

• identify where students can encounter the target language beyond the classroom setting

# Portuguese / Grade 5

### **A - Basic Communication**

- comprehend and respond appropriately to greetings, farewells, and basic social situations
- respond to classroom instruction and directions
- express feelings and emotions
- express likes and dislikes
- count, identify, and manipulate numbers
- integrate alphabet into a variety of activities
- recognize, name, and sequence days of the week and months of the year
- use basic weather vocabulary and organize the months of the year by season
- identify and describe immediate and extended family members
- identify and use phrases to describe clothing
- recognize time by hour, half-hour, quarter-hour, and digital format
- identify selected parts of the body
- identify and describe classroom objects and their uses
- identify rooms of a house and basic furniture
- identify, classify, and describe various food and beverages
- identify household pets and domestic, farm, and zoo animals
- identify means of transportation
- identify selected professions and places in the community

### **B** - Culture

• locate and name target language countries on a map or globe

## **B** - Culture (continued)

- identify holidays and traditional celebrations of the target language cultures
- explore similarities and differences among a variety of cultures
- explore national symbols and features of target language countries
- identify significant people from the target language cultures

# C - Connections, Comparisons, and Communities

- identify connections to student learning in other subject areas
- identify and compare basic language features
- identify comparisons of the target cultures with the students' culture
- identify where students can encounter the target language beyond the classroom setting

# Health

# A - First Aid

- comprehend first aid concepts, related to health promotion and disease prevention, to enhance health
- demonstrate the ability to practice health-enhancing behaviors related to first aid and to avoid or reduce health risks

# B - Safety

- demonstrate the ability to use decision-making skills for safety to enhance health
- demonstrate the ability to practice health-enhancing behaviors for safety and to avoid or reduce health risks

## **C** - Personal Care

- comprehend concepts, related to personal care and disease prevention, to enhance health
- analyze the influence of family, peers, culture, media/technology, and other factors on personal-care issues
- demonstrate the ability to access valid information, related to personal care, to enhance health
- demonstrate the ability to use decision-making skills, related to personal care, to enhance health
- demonstrate the ability to use goal-setting skills, related to personal care, to enhance health

## **D** - Disease Prevention

 comprehend concepts, related to health promotion and disease prevention, to enhance health

# E - Tobacco, Alcohol, and Other Drugs

- demonstrate the ability to use decision-making skills, related to tobacco, alcohol, and drugs, to enhance health
- analyze the influence of family, peers, culture, media/technology, and other factors, related to tobacco, alcohol and drugs, on health behaviors
- demonstrate the ability to advocate for personal, family, and community health related to tobacco, alcohol, and other drugs

## **F** - Nutrition

• demonstrate the ability to use nutritional decision-making skills to enhance health

# **5th Grade Health and PE**

### **F** - Nutrition (continued)

- demonstrate the ability to practice health-enhancing behaviors, related to nutrition, to avoid or reduce health risks
- demonstrate the ability to advocate for personal, family, and community healthrelated to nutrition

### **G** - Emotional Expression/Mental Health

- comprehend concepts related to mental health promotion to enhance health
- demonstrate the ability to use interpersonal communication skills to enhance mental health and to avoid or reduce health risks

### H - Family Life

- comprehend family life concepts, related to health promotion and disease prevention, to enhance health
- analyze the influence of family, peers, and culture on health behaviors related to family life

### I - Anatomy and Physiology

• comprehend anatomical concepts related to health promotion and disease prevention to enhance health



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